ED 334 345 AA 001 215

Resources in Education (RIE). Volume 26, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 334 346 CE 056 751

Napa County Entrepreneurial Child Care Training.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 94p.; Parts of the document will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Child Caregivers; Child Care Occupations; *Day Care; *Entrepreneurship; Females; *Occupational Home Economics; Postsecondary Education; Program Development; Program Implementation; Self Employment; Womens Education

A multiagency project designed a program to train participants to become licensed family day care home operators. Participant recruitment was conducted by means of a flyer, advertisements in the help wanted section, community service announcements, press releases, and notices to the high schools. The program recruited 43 potential family day care providers. After a self- and home-assessment, 35 family day care providers. received the training program, which included both instruction in the basics of licensing, home preparation, marketing, parent contracts, budget and recordkeeping, marketing, child development, health and nutrition, positive discipline, and community resources and coaching in the family day care home setting. The training program was an 8-week course that met once a week for 3 hours in the morning. Seven trained participants received revolving

ED 334 365 CE 058 376

Vaughan, Ellen; Richardson, Emily
V-TECS Guide for Entrepreneurship.
PUB DATE- 91
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Measures; Budgeting; Business Administration; Compliance (Legal); *Entrepreneurship; *Feasibility Studies; Management Development; *Marketing; Money Management; Production Techniques; Professional Services; Psychomotor Skills; Secondary Education; Staff Role; State Curriculum Guides; Thinking Skills; Time Management
IDENTIFIERS- South Carolina

This entrepreneurship curriculum guide for South Carolina educators addresses the psychomotor, cognitive, and affective domains of learning. There are 10 units: (1) conducting the initial feasibility study; (2) determining financial feasibility; (3) establishing a legal structure; (4) analyzing available time; (5) preparing a marketing plan; (6) completing a financial plan; (7) planning for production; (8) planning the personnel system; (9) obtaining professional services; and (10) developing a general management plan. For each performance objective in a unit, the following elements appear: task, standard of performance, source of standard, conditions for performance, enabling objective, resources, teaching activities, criterion-referenced measure, and checklist for evaluation. Four appendices are included: (1) a task list; (2) definitions of terms; (3) sources of standards; and (4) a 14-item bibliography compiled by the South Carolina Writing Team. (NLA)

ED 334 366 CE 058 377

Connell, Shirley
V-TECS Guide for Health Care Assistant.
PUB DATE- 91
NOTE- 295p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Measures; Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Health Facilities; Health Personnel; Job Performance; *Medical Assistants; *Medical Evaluation; Medical Services; Patient Education; Patients; Postsecondary Education; Psychomotor Skills; Rehabilitation; Secondary Education; State Curriculum Guides; Thinking Skills
IDENTIFIERS- *Health Care Teams; Vital Signs (Physiology)

This health care assistant guide addresses the psychomotor, cognitive, and affective learning domains. Thirteen units in the guide cover the following subjects: (1) introducing health care workers and facilities; (2) assisting with examinations; (3) assisting with diagnostic tests; (4) providing health information and performing outreach functions; (5) performing clerical tasks; (6) measuring cardinal or vital signs; (7) assisting patient with intake and output; (8) applying binders and bandages; (9) administering personal hygiene and comfort measures; (10) assisting with ambulation and movement; (11) performing miscellaneous health tasks; (12) performing

ED 334 386 CE 058 401

Standardized Curriculum for Enrichment Agriculture. Grades 7 and 8.
PUB DATE- Jun 89
NOTE- 55p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Machinery; Agricultural Occupations; Agricultural Production; *Agriculture; Agronomy; Animal Husbandry; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; *Curriculum Enrichment; Grade 7; Grade 8; Hand Tools; Horticulture; Junior High Schools; Leadership; Livestock; Parliamentary Procedures; Public Speaking; Soil Science; State Curriculum Guides; *State Standards; Student Evaluation; Supervised Occupational Experience (Agriculture)
IDENTIFIERS- Future Farmers of America; Mississippi

Standardized vocational education course titles and core contents are provided for two courses in Mississippi: agriculture, grades seven and eight. The first course contains the following units: (1) agricultural careers; (2) leadership and Future Farmers of America (FFA); (3) public speaking; (4) parliamentary procedures; (5) introduction to supervised occupational experience; (6) livestock and animal science; (7) crop and plant science; (8) soils; (9) shop safety; (10) basic tools and shop work; and (11) operating power machinery. The second course contains the following units: (1) agricultural careers; (2) leadership and FFA; (3) public speaking; (4) parliamentary procedure; (5) supervised occupational experience; (6) animal science; (7) plant science; (8) soils; (9) computers; (10) shop safety; (11) basic tools and shop work; and (12) agricultural safety. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 387 CE 058 402

Standardized Curriculum for Food Production, Management and Services.
PUB DATE- Jun 89
NOTE- 94p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Planning; Check Lists; Competency Based Education; Cooking Instruction; *Core Curriculum; Dining Facilities; Distributive Education; Food; *Food Service; Foods Instruction; Human Relations; Occupational Safety and Health; Sanitation; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- *Food Production; Mississippi; Vocational Industrial Clubs of America

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: food production, management, and services I and II. The first course contains

ED 334 408 CE 058 426

Gottfredson, Gary D.
Using the Holland Occupational-Environmental Classification in Research and Practice.
PUB DATE- Apr 91
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Planning; *Classification; *Congruence (Psychology); *Environmental Influences; Individual Differences; *Industrial Psychology; Job Satisfaction; Psychological Studies; Research and Development; *Work Environment
IDENTIFIERS- Dictionary of Occupational Titles; *Hollands Theory of Occupational Choice; Position Classification Inventory

The occupational-environmental typology (Holland, 1985) is based on a theory of persons and work environments. The theory uses a classification of persons and work environments to describe differences and similarities. The theory explains career choice and persistence, attraction and retention of workers, job satisfaction, and environmental quality. Individuals and work environments can be described by their degree of resemblance to Holland s six personality types: realistic, investigative, artistic, social, enterprising, and conventional. A secondary concept describes the resemblance of a work environment or person to one or all six types. Congruence between an environment and the workers this environment recruits should lead to a productive and well-ordered environment. Environmental classification has been used to organize information about occupations, such as in the Dictionary of Occupational Titles and the Position Classification Inventory. The typology has been applied to environments other than occupations, such as organizations, spouses, clients, and roommates. Classification in research is organized in three categories: information about career trajectories, the concomitants of person-job match, and the relationship of the classification to other systems. (Twenty figures, 9 tables, and 60 references are included.) (NLA)

ED 334 409 CE 058 431

Gattiker, Urs E.
Computer Skills Acquisition: A Review and Future Directions for Research.
PUB DATE- Aug 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Cognitive Psychology; *Cognitive Style; Computer Assisted Instruction; *Computer Literacy; Computers; Demography; Foreign Countries; *Human Factors Engineering; Industrial Psychology; Instructional Design; Job Skills; Learning Theories; Motivation; Personal Autonomy; Psychomotor Skills; *Skill Development; Training Methods; *Transfer of Training

A review of past research on training employees for computer-mediated work leads to the development of theory and propositions concerning the relationship between different variables, such as: (1) individual factors; (2) task and person-

ED 334 427 CE 058 486

Center for the Vocationally Challenged: Business PC Specialist and Computer Programmer Training. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 98p.; For related documents, see CE 058 483-489.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Computer Literacy; *Computer Science Education; Demonstration Programs; *Internship Programs; Mentors; *Physical Disabilities; Program Descriptions; *Programers; Program Guides; *Program Implementation; *Programing; Special Needs Students; Technical Occupations; Two Year Colleges
IDENTIFIERS- Grossmont College CA

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on an intensive computer training program for the physically disabled, originally developed at Grossmont College. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. It includes reproductions of brochures from the Center for the Vocationally Challenged (CVC), the Business Personal Computer (PC) Specialist Program, the Computer Programmer Training, and the Internship Program. An outline of the mentor program is also provided. A summary of a 1990 self-study conducted by the CVC is reprinted. Part III presents additional information necessary for the adoption of the program, including resources, materials, and operating committee structures. Part IV contains materials used in the daily operation of the program: computer programmer curriculum; business PC specialist comprehensives; trainee handbook; sample application for admission; sample internship evaluation forms; supervisor approval form; and sample mentor program planning and evaluation forms. (YLB)

ED 334 428 CE 058 487

High Tech Center. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 141p.; For related documents, see CE 058 483-489.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assistive Devices (for Disabled); Community Colleges; *Computer Literacy; *Computer Science Education; Demonstration Programs; *Disabilities; Head Injuries; Hearing Impairments; Learning Disabilities; Microcomputers; Normalization (Handicapped); Physical Disabilities; Program Descriptions; Program Guides; *Program Implementation; Special Needs Students; Technological Advancement; Two Year Colleges; Visual Impairments
IDENTIFIERS- *Adapted Computer Technology (Disabled); California

ED 334 446 CE 058 528

Kramer, Karen L., Comp.; Combs, Carl B., Comp.
Selected Resources for Entrepreneurship 1991. National Entrepreneurship Clearinghouse.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Business Administration Education; *Clearinghouses; Computer Simulation; Computer Software; Curriculum; *Entrepreneurship; Films; Periodicals; Reports; *Small Businesses; Textbooks; Videotape Recordings

This catalog contains entries on new and important issues in support of entrepreneurial education in the United States. The bibliography contains five categories of entries: (1) articles; (2) books and reports; (3) curricula and textbooks; (4) videotapes and films; and (5) computer simulations and software. The information is presented in alphabetical order by title. Each entry includes title, author, source, and an abstract. Target audience and setting are usually given for books, reports, curricula, and textbooks. A 55-item resource guide provides addresses of publishers. (NLA)

ED 334 447 CE 058 529

Peterson, Dennis R.; Rehberger, Thomas
Biotechnology in Agriculture. Teacher Edition.
PUB DATE- 91
NOTE- 318p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Production; *Animal Husbandry; Biology; *Botany; Classroom Techniques; Course Content; Educational Resources; Field Crops; *Genetic Engineering; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Methods; *Technological Advancement; Units of Study; Zoology
IDENTIFIERS- *Biotechnology

This curriculum guide is designed to help teachers to present a course that emphasizes the interrelationship of science and technology and the impact of this technology on agriculture and agricultural products. The guide contains six units that each contain some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, written test and answers, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, job sheets, and laboratory sheets. The units cover the following topics: (1) introduction to biotechnology; (2) genetics and genetic engineering; (3) impacts of biotechnology; (4) biotechnology in plant science; (5) biotechnology in animal science; and (6) microbial biotechnology in agriculture. Supplemental materials include information on use of the publication; a student competency profile sheet; an instructional/task analysis; a list of related and academic workplace skills; a tools, equipment, and materials list; 31 references; and a 124-term glossary. (KC)

ED 334 466 CE 058 602

Kerka, Sandra
Technology Education in Elementary Schools. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Cooperation; Elementary Education; *Elementary School Curriculum; Inservice Teacher Education; Safety; Safety Equipment; *Science and Society; Science Programs; *Technological Literacy; Thinking Skills
IDENTIFIERS- *Technology Education

Technology education (TE) is a general education program intended to teach students about technological concepts, processes, materials, and systems as well as the impact of technology in society. Its goal is to develop technologically literate people. Technology education can be taught as a separate course or curriculum, or it can be infused in other subjects. Children are exposed to technology in many forms. TE experiences are motivating and interesting to young children and they provide opportunities for language development. The main goal of elementary TE is technological awareness, reinforcement, and enrichment of concepts (thinking skills). A cooperative implementation effort between elementary and technology teachers is recommended. Ohio, West Virginia, Idaho, Virginia, and the National Aeronautics and Space Administration (NASA) have developed innovative elementary TE programs. TE programs should consider the following: (1) inservice TE teacher training; (2) parent or community provision for equipment and supplies; (3) instruction in the use, care, and safe operation of equipment; and (4) examination of available sources such as NASA Teacher Resource Centers, the Technology Education for Children Council, and textbooks. (12 references) (NLA)

ED 334 467 CE 058 748

Kerka, Sandra
Family and Intergenerational Literacy. ERIC Digest No. 111.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Cultural Context; Elementary Education; *Intergenerational Programs; *Literacy; *Literacy Education; Parent School Relationship; Preschool Education; Program Effectiveness; *Reading Programs
IDENTIFIERS- ERIC Digests; *Family Literacy

Family and intergenerational literacy programs are intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. A typology for classifying family literacy programs has two dimensions: type of program intervention (direct or indirect) and type of participation (adults alone,

ED 334 486   CG 023 501

Reardon, Robert C.; And Others
A Comparative Analysis of the Impact of Two Generations of a Computer-Assisted Career Guidance System--SIGI and SIGI Plus: Technical Report No. 7.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 88
NOTE- 35p.; For related reports, see CG 023 498-500.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; *Career Information Systems; College Students; Comparative Analysis; Computer Assisted Instruction; Higher Education
IDENTIFIERS- Computer Assisted Career Guidance; *System of Interactive Guidance and Info Plus; *System of Interactive Guidance and Information

This study examined the comparative impact of two generations of a computer-assisted career guidance system, System of Interactive Guidance and Information (SIGI), and SIGI PLUS, on the career decidedness, vocational identity, and user perceptions of 64 college students. The students were randomly assigned to either SIGI or SIGI PLUS. The Occupational Alternatives Question, and My Vocational Situation were completed during pre- and post-treatment while the SIGI or SIGI PLUS Evaluation Form (a measure of user perceptions) was completed during post-treatment. After the completion of initial post-testing, students used the second system and completed the Comparative Computer Rating Form. Users rated SIGI and SIGI PLUS equally positive for their effectiveness in obtaining self and occupational information (analysis), viable career options (synthesis), and in attractiveness of interaction with the computer (computer effect). Persons with initial information needs rated both CACG systems significantly higher on the analysis scale than users without needs for information. Students level of vocational identity increased significantly as a result of using SIGI and SIGI PLUS. Students with low initial vocational identity were more likely to increase their vocational identity if they used SIGI PLUS, than if they used SIGI. SIGI and SIGI PLUS appear equally capable of satisfying users needs for information. When the students were asked to indicate their overall preference for one of the two systems, 38 percent preferred SIGI, while 62 percent preferred SIGI PLUS. The survey instrument and 53 references are attached. (Author/LLL)

ED 334 487   CG 023 502

Diebolt, Amy; Herlache, Lisa
The School Psychologist as a Consultant in Truancy Prevention.
PUB DATE- Mar 91
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (23rd, Dallas, TX, March 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Consultation Programs; *Dropout Prevention; Dropouts; Elementary Secondary Education; Interdisciplinary Approach; Models; Potential Dropouts; *School Psychologists; *Truancy

ED 334 506 CG 023 521

Rather, Bruce C.; Goldman, Mark S.
Differences in Memory Organization and Structure of Alcohol Expectancies.
PUB DATE- Aug 91
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; College Students; *Drinking; *Expectation; Higher Education; *Memory

Alcohol expectancies have been theorized to be related to bits of information stored in memory about the subjective effects of alcohol use. Techniques for investigating memory processes are therefore helpful to identify these informational bits and their relation to each other in ways that correlation-based techniques may obscure. In this study five groups of drinkers were defined by dividing the drinking quantity/frequency distribution into equal segments. Data were analyzed from 150 and 130 undergraduate college students subjects in the "alcohol" and "feelings" conditions respectively. The organization and structure of 16 stimulus words (chosen to be representative of a larger set) were examined using Multidimensional Scaling (INDSCAL) and the Pathfinder network scaling algorithm under two instructional conditions defining the words as "effects of alcohol" or "human feelings." Points, indicating the most frequently expected effects of alcohol, for each of five drinking groups were mapped into the stimulus configuration. The results revealed systematic differences between network structures as a function of drinking status in the alcohol, but not in the feelings, context. Results suggest the organization of alcohol expectancies in memory may be important in influencing decisions about drinking. (Author/ABL)

ED 334 507 CG 023 522

The Effectiveness of Drug Abuse Treatment: Implications for Controlling AIDS/HIV Infection. Background Paper 3.
PUB DATE- Sep 90
NOTE- 161p.; For previous papers in the series, see ED 301 781-782.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Counseling Effectiveness; Drug Abuse; *Drug Rehabilitation; Educational Strategies; Government Role; *Outcomes of Treatment; *Prevention

This background paper examines evidence for the effectiveness of treatment for drug abuse and evaluates the role of drug abuse treatment as a strategy to prevent Human Immunodeficiency Virus (HIV) spread. Because most intravenous (IV) drug users are not in treatment, the study also examines other approaches to HIV prevention. The remainder of the first chapter summarizes the main findings. Chapter 2 reviews the current situation regarding drug use and HIV infection in the United States. Chapter 3 provides background information about the drugs of abuse and various treatment modalities. Chapters 4 and 5, respectively, review the existing literature on the effectiveness of drug abuse treatment and examine the role of

ED 334 526 CG 023 543

Legislation on Educational Programs in Adult Correctional Institutions. Report No. 5 to the 1991 Legislature.
PUB DATE- 23 May 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Adult Education; *Adult Vocational Education; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; *Educational Resources; *Prisoners; State Legislation; State Programs
IDENTIFIERS- Wisconsin

This report to the legislature on educational programs in Wisconsin s adult correctional institutions contains four parts. Part 1, key provisions of legislation, describes assembly bill 422 (relating to creating a council on educational programs in the department of corrections, establishing objectives for educational programs, and providing for a long-range educational plan), and assembly bill 423, relating to the corrections budget. Part 2 focuses on committee activity and describes the assignment of the special committee, summarizes the meetings, and provides information on committee and council votes. Part 3, a description of 1991 assembly bill 422, provides background information on the adult correctional system in Wisconsin, information relating to residents and their educational attainment, academic and vocational educational programs, participation in programs, and the basis for recommendation. Major provisions of assembly bill 422 are described, including study and long-range plan, objectives of corrections education, and council on educational programs. Part 4, description of 1991 assembly bill 423 provides background information regarding the costs of the educational and vocational programs conducted at the state correctional facilities. Major provisions for assembly bill 423 are outlined. Committee materials (4 items) and other materials (34 items) are listed in an appendix. (LLL)

ED 334 527 CG 023 544

Quadagno, David; And Others
Women at Risk for Human Immunodeficiency Virus.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.
PUB DATE- Nov 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (33rd, Minneapolis, MN, November 1-4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; Blacks; *Drug Use; *Females; Haitians; Hispanic Americans; Racial Differences; Sexuality; Whites

This article reports results from a survey among women at risk for contracting Human Immunodeficiency Virus (HIV) as well as transmitting it in a vertical (to offspring) and horizontal (sexual partner or intravenous IV drug usage) mode. Little is known about the extent of HIV knowledge, sexual behaviors, and IV drug usage for women at risk for HIV infection. The sample

ED 334 546 CS 010 633

Kaelin, Ann Marie
The Effects of Instruction Using a Mnemonic Graphic Organizer on Vocabulary Acquisition among Adult English-as-a-Second-Language Students.
PUB DATE- 91
NOTE- 126p.; M.A. Thesis, California State University, Sacramento.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Basic Education; *Adult Students; Basic Vocabulary; *English (Second Language); *Instructional Effectiveness; *Learning Strategies; *Mnemonics; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *Graphic Organizers

A study investigated the efficacy of the mnemonic graphic organizer strategy on the vocabulary acquisition of beginning and advanced adult English-as-a-Second-Language (ESL) students. Subjects, 48 adults enrolled in two adult ESL classes at a metropolitan adult school, were randomly divided into control and experimental groups. The experimental treatment was conducted in three 45-minute sessions over a period of 1 week. Subjects in the control and experimental groups received the same instruction in the topic material, but subjects in the experimental group used a mnemonic graphic organizer strategy for vocabulary acquisition. Results indicated that the use of graphic organizers across high and low ability groups was as effective in subjects vocabulary acquisition as the regular classroom technique, and was significantly effective with beginning ESL students over and above the regular classroom instruction. Findings suggest further support for the utilization of the cloze technique for ESL proficiency testing. (Six tables of data are included; 6 appendixes containing a description of the steps in constructing and using graphic organizers, the student consent form, pre- and post-test vocabulary lists for both classes, instructional material on how to use reference material, the graphic organizer used in the study, data from the study, and 92 references are attached.) (RS)

ED 334 547 CS 010 637

Family Involvement. Special Collection Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 77p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Censorship; Childrens Literature; Communication Apprehension; Elementary Secondary Education; Ethics; Ethnography; *Family Involvement; *Language Arts; Listening Skills; Parent Participation; Reading Aloud to Others; Sex Stereotypes; Story Telling; Television Viewing
IDENTIFIERS- ERIC Digests; Religious Broadcasting

The eight digests and nine FAST (Focused Access to Selected Topics) annotated bibliographies included in this special collection focus on family involvement--parents and their children working together to learn. The material in the special

ED 334 568 CS 010 661

Martin, Rodney D.
Empowering Teachers To Break the Basal Habit.
PUB DATE- May 91
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; *Curriculum Development; *Educational Change; Educational History; Elementary Education; Foreign Countries; *Student Evaluation; *Teacher Attitudes; Trend Analysis; Whole Language Approach
IDENTIFIERS- *Australia; Teacher Empowerment

Certain events between the late sixties and the eighties were major influences in empowering Australian reading teachers to break the basal habit. During the late sixties a growing number of elementary classroom teachers and principals were showing an interest in classroom practices that focused on children s individual progression. During the early seventies, a number of "alternative education" or "non-graded" schools emerged, and teacher training institutions began to adapt courses to reflect contemporary trends. During the mid-seventies schools became progressively more literature-based, and made use of new books such as Don Holdaway s "Core Library." During the late seventies, curriculum evaluation became the responsibility of the school. In addition, the value of standardized tests was becoming widely questioned. Finally, during the eighties, a study of a New Zealand teacher training system resulted in the development and implementation of the Early Literacy Inservice Course. By the mid-to-late eighties, individual publishers could no longer market basal readers; evaluation became increasingly dependent on the teacher s observations, records, and samples of work; and publishers, teachers, and academics began to collaborate to develop a broad range of valid materials for the classroom. Some reasons why teachers were so willing to break away from dependence on basal texts include the empowerment of teachers through the political acceptance of alternatives, training, a grass roots movement, and cooperative effort. (PRA)

ED 334 569 CS 010 680

Adult Literacy. Special Collection Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 58p.; Published by EDINFO Press, Bloomington, IN.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Annotated Bibliographies; Learning Disabilities; *Literacy Education; Reading Processes; Reading Writing Relationship; Writing Apprehension
IDENTIFIERS- ERIC Digests; Workplace Literacy

This ERIC/RCS Special Collection contains two ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and nine FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the

ED 334 588 CS 212 959

Narain, Mona
Non-Native Speakers: Problems of Language Usage.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; English (Second Language); *Foreign Students; Higher Education; *Language Usage; *Nonstandard Dialects; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Cultural Adjustment; *Nonnative Speakers

Writing teachers need to recognize the special circumstances of culturally displaced students. A specific category of such students are those from the Asian subcontinent, who are not exactly non-native speakers of English, but who do speak non-standard American English. These students occupy a subaltern (marginal) position: they can neither be identified with native nor with non-native speakers. The "in-between" spaces of language ability of these subaltern students occur because they have access to three distinct and disparate idioms of the English language--prescriptive British English, native idiomatic spoken English, and standard American English. The different idioms of English cause three levels of confusion for the students: (1) the need to choose between using the familiar passive voice and the alien, assertive, active voice used in the American style; (2) confusions regarding their self and self-identity, as their conception of the interiority of the self is different from the Western-Anglo concept; and (3) rampant confusion regarding language usage creating a disorientation and alienation peculiar to their situation. Strategies for teaching subaltern students must acknowledge cultural boundaries as thresholds that must be crossed, erased, and translated in the course of cultural production and meaningful discourse. While some suggest grouping speakers of non-standard English with the non-native speakers (both are learning to write academic English), others argue against working towards the mastery of some particular, well-defined sort of discourse. The latter advocate encouraging an awareness of and pleasure in the various competing student discourses. (PRA)

ED 334 589 CS 212 960

Ruoff, A. LaVonne Brown, Ed.; Ward, Jerry W., Jr., Ed.
Redefining American Literary History.
PUB DATE- 90
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Literature; Black Literature; Cultural Pluralism; *Literary History; Nineteenth Century Literature; Twentieth Century Literature; *United States Literature
IDENTIFIERS- African Americans; Asian American Literature; Cultural Literacy; Ethnic Literature; Hispanic Literature; *Literary Canon; *Puerto Rican Literature

ED 334 608 CS 507 506

Basil, Michael D.
Message Processing Research from Psychology to Communication.
PUB DATE- May 91
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Audience Analysis; *Cognitive Processes; Communication (Thought Transfer); *Communication Research; Epistemology; Interdisciplinary Approach; *Models; *Psychological Studies
IDENTIFIERS- *Message Processing

Information processing theories have been very useful in psychology. The application of information processing literature to communication, however, requires definitions of audiences and definitions of messages relevant to information-processing theories. In order to establish the relevant aspect of audiences, a multiple-stage model of audiences is presented which includes attention, initial processing, semantic and heuristic processing, judgments, affective evaluation and memory. A model of relevant message attributes are also identified: modality, features, content, complexity, and affect. Comparing how each of these stages of processing may be affected by each of these dimensions of messages is the next necessary step in applying psychological theories of information processing to communication messages. It is an important step in developing a common theory of message processing. But since messages can be identified along infinite dimensions, identifying whether particular attributes are relevant raises debate about what constitutes a message. (Two tables and 2 figures are included; 101 references are attached.) (Author)

ED 334 609 CS 507 508

Cude, Roger L.
The Development of Communication Competence during Organizational Assimilation.
PUB DATE- May 91
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Communication Research; Communication Skills; Interpersonal Communication; *Models; *Organizational Communication; Professional Training; Speech Communication
IDENTIFIERS- *Communication Competencies; *Organizational Culture

Focusing on the developmental nature of organizational communication competence, this literature review draws on the communication competence and organizational assimilation literatures to propose models of the process of developing organizational communication competence. The paper s first section presents an overview of research exploring interpersonal communication competence, followed by a more extensive review of the literature on organizational

ED 334 628 CS 507 601

McCroskey, James C.; Richmond, Virginia P.
Quiet Children and the Classroom Teacher. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Communication Apprehension; *Communication Research; Elementary Secondary Education; Interpersonal Communication; *Shyness; *Student Behavior; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Communication Behavior

Intended to assist educators at all levels to teach students who are quiet, the first part of this book (The Quiet Ones: Why Are They So Quiet?) presents a summary of current theory and research concerning quiet children and their low willingness to communicate. The second part of the book (Working with Quiet Children) includes specific suggestions for facilitating these children s classroom functioning. Sections of the book are: Why are Children Quiet?; Different Kinds of Quiet Children; Effects of Quietness; Quiet People in School; Self-Analysis for Teachers; Identifying Quiet Students; Personal Report of Communication Fear Measure; Developing a Communication-Responsive Classroom; Working with Communication-Apprehensive Children; and Referring Students for Special Help. A list of 27 recommended readings is attached. (RS)

ED 334 629 EA 022 720

Duttweiler, Patricia Cloud; Hord, Shirley M.
Resources for Administrator Assessment and Staff Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; *Educational Administration; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Job Performance; *Professional Development; Staff Development; State Programs
IDENTIFIERS- *Southwest Educational Development Laboratory

A synthesis of literature on administrator assessment and staff development and a directory of resources are presented in this document. Section 1 discusses several aspects of administrator evaluation--the purposes of performance assessment; the components of evaluation; and the issues, processes, and recommendations for an effective evaluation system--and presents examples of several state and district evaluation systems. Examples of different types of evaluation instruments from several systems, specifically those of Georgia, Arizona, New Mexico, Oklahoma, and Tennessee, are also presented. The second section focuses on the components of effective staff development systems, offering guidelines and a checklist for

ED 334 650 EA 023 109

Transforming Education: The Minnesota Plan.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Futures (of Society); Program Development; *School Restructuring
IDENTIFIERS- *Minnesota

Factors such as the need for flexible, responsive schools prompted the 1980s national dialogue about possible societal and economic changes in the role of the educational system. Those same factors set the national and Minnesota agenda for youth in the 1990s and on into the 21st Century. Changes that occur in the educational systems should achieve goals such as raising all youth to an effective performance level in communication and lifelong learning skills. In 1985 the Minnesota State Legislature established a mission for education in Minnesota to help individuals acquire skills that will enable them to develop their maximum potential for leading fulfilling lives in a complex society. In response to legislative requirements for a stronger educational system, the Office of Educational Leadership (OEL) and its Research and Development (R & D) Project were created to transform Minnesota education into structures capable of meeting the rapidly changing needs of society. The R & D Project is intended to establish processes for this transformation. During the first 2 years, the development activities will implement new processes for designing and delivering education, while research activities will help identify policies and practices that hinder implementation and will include site-based case studies and action research. Two appendices outline the process used to develop the improvement plan and the characteristics of a transformed education system. (22 references) (EJS)

ED 334 651 EA 023 110

Office of Educational Leadership Interim Legislative Report.
PUB DATE- Jan 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Educational Change; *Educational Innovation; Elementary Secondary Education; Outcomes of Education; *School Restructuring; Student Development; Student Improvement
IDENTIFIERS- *Minnesota

In 1989, the Minnesota Office of Educational Leadership (OEL) was directed to develop a plan for a 2-year research project to determine the effectiveness of a learner outcome-based system of education in improving pupil learning. Ten research and development project sites comprising 17 districts and 5 educational consortia received grants of 100,000 each to implement processes designed to transform schools into new structures that assure all students of success with learning systems. Volume 1 of this two-volume document describes the research design and data collection processes used to analyze the project sites progress. Findings resulting from group and

ED 334 671 EA 023 151

Olson, Thomas A.; And Others
Designing Meaningful Professional Development: A Planning Tool. Field Test Version. Program Report Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Jun 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Management Development; Outcomes of Education; *Professional Development; Program Design; Program Development; Program Implementation; *Staff Development; *Teacher Improvement

There is growing public recognition that the most important route to educational improvement is through enhancing the skills and status of adults who work within the education system. The purpose of this document is to provide a resource to school personnel who are attempting to improve their professional development efforts; hence both sections of the document are designed to be used as a research "briefing" for teachers and administrators. The first section provides a brief review of what is known about successful learners and then reviews research findings about effective practices that help at-risk students become successful learners. The second section leads planning groups through a series of discussions and self-analyses regarding standards for effective professional development. The standards are organized around what is known about adult learners, effective professional development program characteristics, and organizational processes that facilitate professional development. Both sections provide self-assessment instruments to allow schools and districts to reflect on the current status of their professional development strategies. (131 references) (EJS)

ED 334 672 EA 023 152

Jacob, Jan C.
Getting and Keeping the Best Administrative Staff: The Key to School Improvement.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Joint Annual Meeting of the Texas Association of School Boards and the Texas Association of School Administrators (San Antonio, TX, October 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Administrator Effectiveness; *Administrator Qualifications; Administrator Responsibility; Administrator Role; *Administrator Selection; Change Strategies; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; Management Development; Principals; *School Administration; School Restructuring

Truly effective schools cannot exist without strong instructional leadership. At the base of the school improvement process are

ED 334 693 EA 023 183

Restructuring Dade s High Schools: Curriculum and Organization.
PUB DATE- Jun 91
NOTE- 86p.; Report written and researched by the Honor Student Mentor Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *High Schools; Outcomes of Education; Public Schools; *School Organization; School Restructuring; Standards
IDENTIFIERS- *Dade County Public Schools FL

Findings from a study on the curriculum and organization of Dade public high schools are presented in this report. An honor student mentor group conducted a literature review and held discussions with assistant principals, English department heads, teachers, and students. From this research they concluded that problems in the schools are indicators of systemic deficiencies. Seventeen specific recommendations are made; they include establishing a timetable and strategies for reading and mathematics scores, reducing the gap between white and minority achievement scores, utilizing advanced placement, and instituting controlled school choice. An annotated bibliography of 12 sources is included. (LMI)

ED 334 694 EA 023 184

Zellman, Gail L.
Linking Schools and Social Services; The Case of Child Abuse Reporting. A RAND Note.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Sep 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; Child Welfare; *Compliance (Legal); Elementary Secondary Education; Principals; *Social Agencies; Social Services

Findings of a study on child abuse reporting practices are presented in this paper. A survey of 1,196 professionals (social workers, psychologists, and doctors) and 267 elementary and secondary principals yielded response rates of 59 and 69 percent, respectively. Findings indicate that although school district policy and resource limitations reinforce compliance with reporting laws, child protective service (CPS) agencies designed to limit reports and to focus resources on the most serious cases are inconsistent with district policies. As a result, school staff reports may be received with annoyance and rejection. The implications of this conflict for child protection and for other collaborative efforts are discussed. Another finding is that although principals receive less formal child protection training than many other professionals, they are the most committed reporters. Reporting knowledge, formal training, and perceptions of personal consequences are the most consistent predictors of reporting behavior, all of which suggests the value of formal training. Role and policy clarification and voluntary cooperation are recommended actions to alleviate problems between agencies and educators. Three

ED 334 715   EA 023 362

Swanson, Beverly B.
The National Goals: Questions and Answers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.; In: Striving for Excellence: The National Education Goals, p3-4, Oct 1991; see EA 023 354.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Support; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Excellence in Education; *School Restructuring
IDENTIFIERS- America 2000; ERIC Digests; *National Education Goals 1990

Questions that the general public may have about the six national educational goals formulated by President Bush and the U.S. state governors in 1990 and the administration's plan for educational reform are addressed in this digest. Ten questions and brief answers are presented in the following areas: defining the goals; the attainability, priorities and funding of the goals; national testing; school choice; teacher quality; community role; mathematics and science excellence; and emphasis on citizenship. Achieving the national goals depends upon public recognition of their importance and sustained collaborative effort. (7 references) (LMI)

ED 334 716   EC 231 856

McGuire, Joan M.; And Others
Postsecondary Education for Students with Learning Disabilities: Forecasting Challenges for the Future. Special Education Center Publication Series, Document Number LDC13.
PUB DATE- 89
NOTE- 33p.; Figure 3 not included in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Planning; College Students; Counseling Services; Dropouts; *Educational Diagnosis; Handicap Identification; Higher Education; *Learning Disabilities; *Learning Problems; *Postsecondary Education; School Counselors; Services; Student Evaluation

This article identifies challenges to the field of learning disabilities which will seriously affect access to higher education for learning disabled students. Problems at both secondary and postsecondary levels are articulated with a call for policy formulation, research, and administrative planning for change. Literature is reviewed pertaining to such issues as identification/definition conflicts and their fallout in incidence data; tracking; underpreparedness; and dropout rates; as well as administrative problems, service delivery concerns, and training/research needs. Contains 48 references. (PB)

ED 334 717   EC 231 895

Self-Advocacy Programs Directory. Self Advocacy Groups around the Country.
PUB DATE- 90
NOTE- 53p.; Prepared by the Self-Advocacy Committee. For a

ED 334 738 EC 300 484

1990 Report: A Report to the Governor on the Status of Alaskans Who Experience Developmental Disabilities.
PUB DATE- 2 Jan 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; Compliance (Legal); *Delivery Systems; *Developmental Disabilities; Employment; Federal Legislation; Health Services; Housing; Income; Independent Living; Normalization (Handicapped); Participant Satisfaction; Personal Autonomy; Productivity; Public Policy; Rehabilitation; *Social Integration; Social Support Groups; State Programs; State Surveys
IDENTIFIERS- *Alaska; *Developmental Disabled Assist Bill of Rights Act

This report was prepared in response to Public Law 100-146, the Amendments to the Developmental Disabilities Assistance Act, which requires that information and recommendations be made available concerning public policy to promote independence, productivity, and integration of people with developmental disabilities. Information was gathered via interviews with 281 people with developmental disabilities and their families; two teleconferences with a total of 65 people giving testimony; and public forums held in Bethel, Anchorage, Wasilla, Soldotna, Fairbanks, Kotzebue, and Ketchikan. The first section of the report describes the methodology used; the second section provides accounts of each of the seven public forums; and the third section assembles the facts, critical issues, and recommendations and organizes them into the following issue areas: civil rights, education, employment, health care, housing, income, individual and family supports, and systems issues. (JDD)

ED 334 739 EC 300 485

Wagner, Mary
The Benefits of Secondary Vocational Education for Young People with Disabilities. Findings from the National Longitudinal Transition Study of Special Education Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 91
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Course Content; Curriculum; *Disabilities; Dropout Rate; *Employment; Longitudinal Studies; *Outcomes of Education; Postsecondary Education; Secondary Education; Student Characteristics; *Vocational Education
IDENTIFIERS- *National Longitudinal Transition Study Spec Educ

This paper reviews the extent to which students with disabilities attending regular secondary schools were involved in vocational education, and whether students who participated in vocational education exhibited better outcomes both in school and in the first years after high school. Data from the National

ED 334 757 EC 300 503

Fimian, Michael J.
A Longitudinal Study of Teacher Trainee and Teacher Stress and Burnout. Project Summary.
PUB DATE- Aug 88
NOTE- 193p.; Best copy available. Appendices E and F have some incomplete pages.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Disabilities; Elementary Secondary Education; Longitudinal Studies; *Role Perception; *Special Education Teachers; *Stress Variables; Teacher Background; *Teacher Burnout; Teacher Persistence; Teacher Role

This report describes a project which examined special education teacher stress and burnout during the trainee (N=358) and inexperienced teacher (N=357) periods. The project s two goals were: (1) documentation of the relationships among teacher background, preparation, organizational variables, and occupational stress and burnout variables through trainee and beginning teacher levels, as each is related to role conflict and role ambiguity; and (2) identification of the interrelationships among these variables within and across years. Most of the document consists of appendixes, including the following published and unpublished papers: "Variables Related to Stress and Burnout in Special Education Teacher Trainees and First-Year Teachers" (Michael Fimian and Linda Blanton); "Stress, Burnout, and Role Problems among Teacher Trainees and First-Year Teachers" (Fimian and Blanton); "A Longitudinal Analysis of Variables Related to Special Education Trainee and Teacher Stress and Burnout" (Fimian); "Unmet Needs, Role Problems, and Stress: Predictors of Occupational Burnout among New Teachers" (Fimian and Philip Fastenau). Additional appendixes include a mockup of the information sent to each survey respondent, samples of the machine scorable forms, and the computer program used to analyze the data. (DB)

ED 334 758 EC 300 504

The Child Next Door: Framing a Community Response to Families with Troubled Children. The Children s Mental Health Project. Phase One: The Young Child.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Field Foundation of Illinois, Chicago.
PUB DATE- 91
NOTE- 55p.; Additional support was provided by the Colman Fund for the Well-Being of Children and Youth and the Dr. Scholl Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Community Programs; Early Childhood Education; *Early Intervention; *Emotional Disturbances; Family Problems; *Family Programs; Federal Legislation; Government Role; Handicap Identification; *Mental Health Programs; *Needs Assessment; Special Education; *State Programs; Young Children
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *Illinois; Illinois Childrens Mental Health Project; Medicaid

This report covers the first phase of the Illinois Children s Mental Health Project and establishes principles for helping children with emotional disturbances and their families based

ED 334 778 EC 300 524

French, Nancy K.; And Others
Practicum Experiences for Special Education Teachers: A Handbook for Teachers Who Supervise Special Education Practicum Students.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; College School Cooperation; *Disabilities; Educational Policy; Elementary Secondary Education; Higher Education; *Practicum Supervision; *Special Education Teachers; State Universities; *Student Teacher Supervisors; Student Teaching; Supervision; Teacher Evaluation
IDENTIFIERS- *University of Colorado Denver

This handbook is intended for teachers who supervise special education practicum students in the K-12 special education program at the School of Education, the University of Colorado at Denver. It describes the processes, relationships, responsibilities, and skills students are expected to demonstrate during their practicum. Individual sections address the following areas: what a practicum is; the practicum experience; policies regarding absences; liability coverage; division of responsibilities (the student, university faculty, and cooperating teachers); practicum interaction (the relationship, planning the practicum, and the teacher as supervisor); styles of supervision; learning centered supervision (goals and major components); the learning centered clinical supervision cycle (the opening conference, the pre-observation conference, the unfocused observation, the focused observation, observational data analysis, and the feedback conference); communication with the practicum student; writing letters of reference; and administrative details. Two appendixes include such items as checklists, evaluation forms, verbatim examples, and observation helps. (DB)

ED 334 779 EC 300 525

Peca, Kathy
The Prereferral Process: A Positive Intervention.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; *Behavior Problems; Cooperation; Elementary Secondary Education; Interdisciplinary Approach; *Intervention; *Learning Problems; Parent Role; Prevention; Referral; Special Education; Student Evaluation; Student Role; Teacher Role
IDENTIFIERS- *Prereferral Intervention

The prereferral process for intervention with students who might be candidates for special education can provide indirect services outside of the special education system and has benefits for teachers, parents, and students. During the prereferral process the classroom teacher remains the pivotal professional. Teachers observe the student s problems and coordinate with each other in developing identification standards and a non-threatening trial intervention. The

ED 334 798 EC 300 544

Currently Funded Research Projects. ERIC/OSEP Special Project on Interagency Information Dissemination.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jul 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Educational Innovation; Elementary Secondary Education; *Federal Aid; Grants; Preschool Education; *Research Projects

This directory describes 151 research projects funded by the Division of Innovation and Development of the Office of Special Education Programs (OSEP), U.S. Department of the Education. Projects are listed alphabetically by principal investigator. Listed for each project are the project title, principal investigator, address, telephone number, project number, grant number, and beginning and end dates. A descriptive abstract covers the project s purpose, method, and anticipated products. (DB)

ED 334 799 EC 300 545

Great Opportunities for Optional Resources To Improve the Talents of Gifted Bilingual High School Students (Project Go-For-It). Final Evaluation Report, 1989-90. OREA Report.
PUB DATE- 90
NOTE- 14p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For an earlier report, see ED 321 539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Students; Career Counseling; Curriculum Development; English (Second Language); *Enrichment Activities; *Gifted; High Schools; *Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; *Talent
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project GO FOR IT NY

This final evaluation report describes third-year activities of Project GO-FOR-IT (Great Opportunities for Optional Resources to Improve the Talents of Gifted Bilingual High School Students) which provided supplemental instruction in English as a Second Language, content area instruction, and native language arts instruction to 271 gifted and talented but limited English-proficient students in three Brooklyn (New York) high schools. Participating students were native speakers of Haitian Creole, Vietnamese, Chinese, Spanish, Italian, and Russian. At each school, bilingual educational enrichment centers offered guidance counseling, career and college advisement, instruction in microcomputers, field trips, the publication of multilingual student magazines, parental contact, staff development, and tutoring. In its final year, the project partially met its objectives in attendance, staff development, and parent involvement; it did not meet its objective in the content area subjects. Gains in English language skills appeared to be achieved. In its 3 years of operation, the project met most of its objectives with its major strength being the bilingual enrichment centers and its

ED 334 820 FL 019 237

Frank, Jane
Establishing Reader Involvement in Transnational Marketing Communications: Relative Focus on Speech-Like or Written-Like Strategy.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Business Administration Education; *Business Communication; Discourse Analysis; Higher Education; *International Trade; Language Research; *Languages for Special Purposes; *Language Styles; *Marketing; Oral Language; Second Language Instruction; Written Language
IDENTIFIERS- *Mail Order

A study examined the use of three linguistic features imitating speech found in two groups of direct-mail marketing texts, in order to show differences in the ways U.S.-based and transnational efforts exploit readers expectations regarding "literate" versus "oral" modes of expression. Two groups of sales letters, 25 U.S.-based domestic and 25 U.S.- or foreign-based international, were analyzed for occurrence of three features: direct quotes and reported speech; use of colloquialisms and idioms; and emphatic particles and intensifiers. Results indicate that the domestic letters were twice as long, but the international letters averaged more words per sentence and differed in frequency of occurrence of other organizational features. Foreign-based international letters tended toward British usage and spelling. No U.S.-based international letters contained direct speech. Further research in this area is suggested, and it is recommended that business and foreign language educators be aware of how different writing styles affect presentation of the same information. A list of letter sources and a 47-item bibliography are appended. (MSE)

ED 334 821 FL 019 238

Shrivastava, Lorely
Economic Development through Technology Transfer: The Roles of Language and Communication.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Economic Development; Higher Education; *Intercultural Communication; *Language Role; *Languages for Special Purposes; Second Language Instruction; *Technical Assistance; *Technology Transfer

Economic cooperation and technology transfer have been most effective in developing countries with colonial roots. Developing countries also feel most comfortable with countries loan funds for home preparations. Student evaluations completed during the last class were generally very positive. Three- and 6-month follow-ups indicated that 11 participants succeeded in opening their family day care home businesses. (Course materials provided to participants as well as loan application materials are included.) (YLB)

ED 334 347 CE 056 907

The Escambia County School District JTPA Vocational Program. Annual Report 1990.
PUB DATE- 90
NOTE- 41p.; For an earlier report, see ED 290 055.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Basic Skills; Career Counseling; Computer Assisted Instruction; *Disadvantaged Youth; Distributive Education; Dropout Prevention; Dropout Programs; High School Equivalency Programs; High Schools; Job Placement; *On the Job Training; Rural Education; Special Education; Summer Programs; Unemployment; *Vocational Education; *Youth Programs
IDENTIFIERS- *Escambia County School District FL; Job Training Partnership Act 1982; *Private Industry Councils

This report summarizes the major programs of the Job Training Partnership Act (JTPA) in Escambia County School District, Florida. The report identifies the district s concerns and priorities for the following: state-of-the-art, computer-assisted instruction for basic skills attainment; reconnecting dropouts through aggressive recruitment activities; prevention of dropouts through comprehensive career orientations; early intervention for vocational career options through summer programs; the attainment of youth competencies; vocational scholarship to job training programs for unemployed adults; and a commitment to job placement. This report contains a foreword, introduction, and acknowledgements. In addition, five other sections describe the following: (1) the Florida Private Industry Councils; (2) the service delivery area; (3) education programs--the Career Orientation Dropout Retrieval Program and the Skills Trades Insures Progress Youth Competency Project; (4) training programs--Practical Employability Skills, Pensacola High School Practical Arts General, Cooperative Distributive Education, Special Education On-the-Job Training and Summer Youth Employment and Training; and (5) employment programs--Senior Placement, Rural Resident Out-of-School, Rural Resident Adult, Wagner-Peyser, and Vocational Technical Placement Programs. (NLA)

ED 334 348 CE 056 910

Fang, Rong-Jyue
A Study of Vocational Training Model in Taiwan, Republic of China.
PUB DATE- 1 Dec 90
NOTE- 25p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; *Educational Improvement; Educational Legislation; Foreign Countries; *Models; Postsecondary Education; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Vocational Education;

housekeeping functions; and (13) providing diversional activities. Each unit contains a number of performance objectives. For each objective the following are listed: task, standard of performance, source of standard, conditions for performance, enabling objectives, resource, teaching activities, criterion-referenced measure, and performance guide. Five appendices are included: (1) task list and job titles; (2) definition of terms; (3) equipment and tools list; (4) 12-item bibliography compiled by the South Carolina writing team; and (5) seven filmstrips and videos. (NLA)

ED 334 367 CE 058 378

Business Management Course Guide.
PUB DATE- 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affirmative Action; Budgeting; *Business Administration; *Business Education; Business Skills; Communication Skills; Decision Making Skills; Economics; Employee Attitudes; Equal Opportunities (Jobs); Federal Regulation; Financial Services; High Schools; Human Relations; International Trade; *Labor Relations; Leadership Training; *Marketing; Merchandising; Microcomputers; Money Management; Staff Utilization; State Curriculum Guides; Work Attitudes

This course guide is designed for teaching about the U.S. business system. Students are introduced to management functions and the background knowledge/skills necessary to be a successful manager. The guide contains 10 competency goals: (1) nature of U.S. business; (2) environment of business; (3) types of business ownership; (4) management function; (5) employability skills and leadership development; (6) labor relations and legislation; (7) communications; (8) financial management; (9) production and marketing; and (10) critical issues. For each competency goal, objectives, learning activities, key terms, and suggested resources are listed. A bibliography of 56 printed resource materials, 12 visual materials, and 3 computer software packages is included. (NLA)

ED 334 368 CE 058 379

Wisconsin Postsecondary Marketing Education Curriculum Guide. General Marketing 104-3.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Sep 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Articulation (Education); Business Education; *Core Curriculum; *Curriculum Development; Economics; Higher Education; *Marketing; Mathematics Skills; Microcomputers; Postsecondary Education; Secondary Education; Supervisory Training
IDENTIFIERS- *Wisconsin

Due to the changing labor market needs, a statewide core curriculum for the general marketing program for Wisconsin was explored. Voluntary standardization has resulted in difficulty in determining a mandated curriculum. In 1984, a national model the following units: (1) Vocational Industrial Clubs of America (VICA); (2) sanitation; (3) safety; (4) front of the house operations; (5) beverages; (6) food preparation; (7) food production; (8) food production--staple food products; (9) recipe format and use; (10) human relations; and (11) nutrition. The second course contains the following units: (1) sanitation review and reinforcement; (2) safety review and reinforcement; (3) beef; (4) pork; (5) poultry; (6) fish and seafood; (7) dairy products; (8) breakfast cookery; (9) fruits and vegetables; (10) salads; (11) soups, stocks, and sauces; (12) techniques of specialty cooking; (13) introduction to baking; and (14) career planning. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 388 CE 058 403

Standardized Curriculum for General Drafting.
PUB DATE- Jun 89
NOTE- 36p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Computer Assisted Design; Construction Materials; *Core Curriculum; *Drafting; *Orthographic Projection; Secondary Education; State Curriculum Guides; *State Standards; Structural Building Systems; Student Evaluation
IDENTIFIERS- Mississippi

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: general drafting I and II. The first course contains the following units: (1) orientation; (2) introduction to mechanical drawing; (3) lettering; (4) geometric construction; (5) basic computer-assisted design (CAD); (6) orthographic projection; (7) dimensioning; (8) sectional views; and (9) pictorials. The second course contains the following units: (1) introduction to architectural drafting; (2) structural systems and building materials; (3) basic CAD; and (4) architectural working drawings. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 389 CE 058 404

Standardized Curriculum for General Industrial Maintenance Trades.
PUB DATE- Jun 89
NOTE- 49p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Check Lists;

computer interface; (3) characteristics of training design for the acquisition of computer skills; and (4) the learning outcomes. Most studies are based on a narrow disciplinary and methodological focus, ignoring important intervening variables that might explain learning outcomes. The propositions are as follows: (1) the effect of perceptual speed and psychomotor abilities on skill acquisition is moderated by the level of complexity; (2) the effect is magnified by the level of task consistency; (3) the person-computer interface affects the performance of novices more than experienced computer users, older users more than younger ones, and individuals with below average ability more than high ability persons; (4) deficient declarative and procedural knowledge about basic, social, and conceptual skills will increase training time; (5) if these skills are deficient, intermittent training will significantly increase learning and performance; (6) motor/cognitive ability limitations will be reduced by using a variety of teaching methods; (7) training effectiveness will increase if training integrates past experiences and demonstrates relevance to job applications. Projections for the future are based on past research and the present research climate: (1) limited integration of research results is occurring between work in education and training, personnel psychology, ergonomics, and cognitive psychology; and (2) research must continue to see if the propositions are in fact cross-culturally valid. (Four figures, 3 tables and 94 references are included.) (NLA)

ED 334 410 CE 058 433

Provenzano, Mario
A Comparison of Secondary Students Adequately and Inadequately Prepared in Basic Skills with Regards to Success in Jackson Area Career Center Auto Mechanics Training and a Related Occupation.
PUB DATE- 90
NOTE- 69p.; Appendix B (textbook examples) will not reproduce well due to light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Auto Mechanics; *Basic Skills; Employer Attitudes; High Schools; *Job Satisfaction; Mathematics Skills; *Occupational Information; Reading Skills
IDENTIFIERS- Automobile Industry; Michigan

A nonexperimental ex post facto comparative study in the Jackson Area Career Center (Michigan) determined the correlation between basic skills grade levels indicated by standardized tests and success or failure in auto mechanics classes. In addition, the study determined whether the grade level of achievement in basic skills is correlated with employee/employer job satisfaction in related occupations. The literature review showed a correlation among basic skills, automotive classroom performance, and success on the job as an automotive technician and related areas. An examination of the reading and mathematics grade levels of 150 students was done over a 5-year period. The scattergram and the Pearson r correlation coefficient determined the relationships between the independent and dependent variables. Those students who entered auto mechanics or related occupations had the highest levels in basic skills and were satisfied with their jobs. There was a link between grade levels in basic skills and auto mechanics grades and job satisfaction. Math levels were less

Community Colleges; High Tech Centers (Disabled)
This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on the High Tech Center for disabled students. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III is a reprint from the EDUCOM Strategies Series on Information Technology--a chapter from the book, "Transforming Teaching with Technology: Perspectives from Two-Year Colleges," which deals with the High Tech Center program and its future in the California Community College system. Part IV is a reprint of a study of the High Tech Centers. It gives insight into the characteristics of disabled students at the High Tech Centers and the evidence of effectiveness of the program in meeting the educational needs of special students. (YLB)

ED 334 429 CE 058 488

Outreach and Orientation for ESL Students and Bilingual Welding and Automotive Programs. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 66p.; For related documents, see CE 058 483-489.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; *Bilingual Education; Community Colleges; Demonstration Programs; Educational Counseling; English (Second Language); *Limited English Speaking; Orientation; *Outreach Programs; Program Descriptions; Program Guides; *Program Implementation; School Holding Power; Special Needs Students; Trade and Industrial Education; Two Year Colleges; Vocational Education; *Welding
IDENTIFIERS- Santa Barbara City College CA
This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on two programs for limited English proficient students developed at Santa Barbara City College (SBCC). Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of SBCC s program of Outreach and Orientation for English-as-a-Second-Language (ESL) students, including its history, applicability, activities, overall effectiveness, and main features. Part III provides materials developed by SBCC for use with the program, including the Multi-lingual Orientation Guides (Spanish and Japanese); the SBCC Vocational Career Opportunities Pamphlet; a job description of the ESL Special Project Assistant; and an informal guide developed by SBCC indicating the recommended level of English proficiency for various occupational programs. Part IV gives an overview of SBCC s Bilingual Welding and Automotive Programs, including history, applicability, activities, overall effectiveness, and main features. Part V contains a sample of Spanish language materials developed for the bilingual welding program. (YLB)

ED 334 430 CE 058 489

ED 334 448 CE 058 532

MBEA Today. Volume LV. Issues 1-5.
PUB DATE- 90
NOTE- 62p.; Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Articulation (Education); *Business Education; *Change Strategies; Cooperation; Cooperative Learning; Elementary School Curriculum; Elementary Secondary Education; Higher Education; Job Performance; *Keyboarding (Data Entry); Microcomputers; *Motivation Techniques; *Quality of Working Life; Shorthand; State Aid; Work Attitudes
IDENTIFIERS- Michigan; *Total Quality Management; *Workstations

This document contains five issues of the Michigan Business Education Association (MBEA) Today newsletter. In addition to news items and conference announcements, each issue contains several articles that cover concerns in business education. Issue 1 includes "A Program for Changing Times" (Hunter, Sullivan); "State Update" (Berry); and "A Primer on State Funding" (Berry, Remp). In issue 2 are "Total Quality Management (TQM): Part I. Attitudes and Quality of Work" (Slywka); "Issues in Elementary Keyboarding" (Withee); and "Michigan s Directions in Employment Development: Creating a Human Investment System." The third issue includes "The Advent of the Executive Workstation" (Allaire, Cimo); "Moving toward Technology Education and the Business Education Cluster" (Pettaway, LaCross); and "Elementary Keyboarding" (Remp). Articles in issue 4 are "Shorthand--Has Its Death Been Exaggerated?" (Kocar, Hoffman); "KICK (Keyboarding Instruction on Computers for Kids) Leads to Good Keyboarding Skills for Kids" (Turner); "Herzog System of Keyboarding" (Lewis); and "Philosophy and Program Goal of Business Services and Technology." The fifth issue includes "Motivation and the Adult Learner--Together They Equal Success" (Allred); "Cooperative Learning Groups: Realistic Teaching Strategy" (Swartz); "The Herzog System of Keyboarding: Part II" (Lewis); and "TQM: Part II. A Challenge for Today s Educators" (Slywaka). (NLA)

ED 334 449 CE 058 536

Smith, Gloria
Rural Allied Medical Business Occupations (RAMBO). Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; *Clinics; Counselors; Economically Disadvantaged; Job Training; Labor Supply; Medical Technologists; Nurses; Practical Nursing; Recruitment; *Rural Areas; *Rural Population; Surgical Technicians; Technological Advancement
IDENTIFIERS- Histology; *Nebraska; Partnerships in Education; *Rural Health Clinics

A partnership was formed to address the crisis that rural health care facilities in rural Nebraska face in attracting and hiring trained health care workers. The Rural Allied Medical Business Occupations (RAMBO) project trained economically disadvantaged children alone, adults and children together). Four program types are as follows: (1) direct adults-direct children, in which both receive the most intensive literacy instruction; (2) indirect adults-indirect children, characterized by voluntary attendance, short-term commitment, and literacy enrichment events; (3) direct adults-indirect children, in which adults receive literacy instruction as well as coaching on reading with their children; and (4) indirect adults-direct children, which focuses on developing children s reading skills and involving parents in workshops or reading rallies. Although theoretical justification for the concept exists, research evidence of its effectiveness has yet to be systematically collected. Three issues have implications for program design and evaluation: definitions of literacy, the type of literacy that should be taught, and the locus for change. On the one hand is the "deficit" perspective that assumes that low income or language-minority parents have inadequate parental skills, practices, and materials. The other viewpoint is that the family and cultural context has value and should be used to shape instruction. (SK)

ED 334 468   CE 058 749

Lankard, Bettina A.
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Development; Case Studies; *Controversial Issues (Course Content); *Decision Making; *Ethics; *Interprofessional Relationship; Organizational Development; *Values; Work Environment
IDENTIFIERS- ERIC Digests

The diverse, multicultural population that constitutes today s work force faces ethical dilemmas on the job that bring pressures to protect their own or their company s interests, at the risk of losing their personal integrity. Employers and vocational and career development personnel are recognizing the need for decision-making and problem-solving skills that will facilitate negotiation and conflict resolution in the workplace. Conflicts arise between two or more personally held values, between personal values and those of another person or the organization, between principles and the need to achieve a desired outcome, and between two or more persons or groups to whom one has an obligation. The resolution of conflicts requires interpersonal and negotiation skills; the application of "employability skills" such as honesty, cooperation, and integrity; and the participation of all stakeholders in a situation. Ethics training should help employees (1) recognize which decisions involve ethics; (2) understand the values of all stakeholders; and (3) weigh the potential impact of various options on those values. As part of a career development curriculum, discussions and analyses of case studies, use of ethics committees and resource people, and training in critical thinking, conflict resolution, communication, group processes, and mediation skills can prepare students for the ethical dilemmas they may face in the workplace. (SK)

School psychologists as consultants can provide valuable services to the school organization by developing interventions for truancy. Traditionally, truancy has been viewed as a discipline referral rather than a psychological referral, with the consequences predominantly punitive in nature and ineffectual. A variety of approaches to improving academic climate have been found to be successful. One program employs an assessment profile which can be completed by everyone involved in the school s operation, from students to secretaries. Another program focuses on student discipline and academic climate. Risk factors associated with truancy include self-esteem and social skills. These programs are easily directed toward children who evidence high risk characteristics of truancy, but may also be implemented as primary preventions. The majority of in-depth interventions directed toward truants have been behavioral. Contingency reinforcement procedures have been successfully employed with large populations. Interventions directed toward parents have also been found to be successful. The school and justice system working in a collaborative manner can effect changes in attendance as well. Alternative schools have been created to support chronic truants judged to be at risk for dropping out of school and have been found effective in reducing absenteeism. Truancy prevention efforts are the collaborative responsibility of educators, law enforcers, parents, and community members. Therefore, a multilevel approach which augments school-based efforts will yield the greatest effects in preventing and reducing truant behavior. (LLL)

ED 334 488 CG 023 503

Purkey, William Watson
What Is Invitational Education and How Does It Work?
PUB DATE- Feb 91
NOTE- 12p.; Paper presented at the Annual California State Conference on Self-Esteem (9th, Santa Clara, CA, February 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Theory Practice Relationship
IDENTIFIERS- *Invitational Education

Invitational education is a theory of practice designed to create a total school environment that intentionally summons people in schools to realize their relatively boundless potential. It addresses the global nature of schools, the entire gestalt. Its purpose is to make schooling a more exciting, satisfying and enriching experience for everyone involved in the educative process. Its method is to offer a guiding theory, a common language of improvement, and a practical means to accomplish its stated purpose. Invitational education is centered on four propositions based on trust, respect, optimism, and intentionality. It is based on two successive foundations: the perceptual tradition and the self-concept theory. Invitational education identifies the following levels of functioning: intentionally disinviting, unintentionally disinviting, intentionally inviting, and the highest level, the plus factor. Everyone functions at each level from time to time, but it is the level at which one typically functions that determines one s approach to life and one s success in personal and professional living. An example of the successful operation of this approach--at a public junior high school in North Carolina-drug abuse treatment in preventing HIV infection. The appendices describe the method of study and the drugs of abuse other than narcotics and stimulants; summarize a cost-benefit analysis of drug abuse treatment; and review highlights from the most recent National Drug and Alcoholism Treatment Unit Survey. (LLL)

ED 334 508 CG 023 523

Confused Minds, Burdened Families: Finding Help for People with Alzheimer s & Other Dementias.
PUB DATE- Jul 90
NOTE- 418p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alzheimers Disease; Community Services; *Delivery Systems; Family Problems; Family Role; Federal Government; *Government Role; Mental Disorders; Outreach Programs; *Public Policy

This report analyzes the problem families and others face in locating and arranging appropriate services for people with dementia and discusses federal policy options for the development of a system to resolve the problem. Chapter 1 provides an overview of the problem and discusses the factors that determine what kind of system is needed to link people with dementia to services. Chapter 2 focuses on the informational aspects of the process by which people with dementia and their caregivers are linked to services. Chapter 3 discusses the need for outreach and case management for those who need assistance that goes beyond public education and information and referral. Chapter 4 discusses certain concepts and distinctions that are important in thinking about how to determine people s decisionmaking capacity and how to make decisions on behalf of people who are not capable of making decisions themselves. Chapter 5 focuses on the potential role a federally mandated linking system might play with respect to the quality and appropriateness of services to which it connects people with dementia. Chapters 6 through 8 describe the Veterans Affairs health care and health-related services and various state linking programs and community service systems, and analyze 11 categories of agencies that Congress could designate as a basis of a national linking system for people with dementia. (LLL)

ED 334 509 CG 023 524

Malmberg, Bo
Access to Resources in Different Age-Cohorts: Implications for Activity Level, Loneliness, and Life Satisfaction.
PUB DATE- 90
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Aging (Individuals); Foreign Countries; *Life Satisfaction; *Loneliness; Models; *Older Adults; Physical Activity Level; *Resources
IDENTIFIERS- Sweden

This thesis uses a resource theoretical approach to study and analyze social psychological phenomena in different age-cohorts. Resources are seen as any asset the person has access to in a certain situation. Access to resources are crucial to meet the demands of the surrounding environment. When the consisted of Black, Caucasian, Hispanic, and Haitian adult non-pregnant women from South Florida. The women had an adequate knowledge base about HIV and Acquired Immune Deficiency Syndrome(AIDS), however the results indicated that the sample was at risk due to the following risk factors: (1) unprotected sexual intercourse, both vaginal and anal, with men who were at high risk for HIV infection; (2) IV drug usage by the women themselves, including needle sharing in "shooting galleries"; (3) the practice of prostitution by the women; and (4) the use of various non-IV drugs that have been shown to impair judgement and lower inhibitions regarding sexual practices. Results indicated differences in risk behaviors and knowledge about AIDS by race/ethnicity. (27 references) (LLL)

ED 334 528   CG 023 545

Staying Power: "Leaving School Too Soon." Report of the Advisory Committee on Truants, Dropouts and Alternative Programs.
PUB DATE- Jan 87
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Programs; Dropout Research; *Dropouts; Elementary School Students; Elementary Secondary Education; Prevention; School Attendance Legislation; Secondary School Students; *Truancy
IDENTIFIERS- Maine

The problems associated with truancy and failure to complete school in the state of Maine were examined by an advisory committee of legislators and personnel from schools, prisons, and state government. The committee was directed to describe the incidence of the truancy and dropping out, to ascertain some of the causes of these problems, and to recommend strategies, including alternative programs, to address these problems. In addition, the committee was directed to review all appropriate statutes and to propose changes for legislative action relating to truancy, attendance laws, and alternative education. The results of the review indicated: (1) employment opportunities are limited for those who do not complete high school and their lifetime earnings are significantly lower than earnings of those who do; (2) it is impossible to ascertain the extent of dropping out because there is no consistent definition of dropout; (3) there is neither consistency in reporting nor an adequate mechanism for collecting information on students who leave public school prior to completing high school; (4) low self-esteem, lower than average grades and test scores, and little parental supervision signal an increased likelihood that a student will drop out; (5) programs to prevent truancy and dropping out must begin at the early elementary level; and (6) a local, community-based approach is needed to develop effective responses to dropping out and truancy. Four statistical figures are appended. (LLL)

ED 334 529   CG 023 546

Policy and Procedures Manual for Improving School Attendance.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 548 CS 010 638

Sabin, Barbara J.
The Conflict between Instruction That Characterizes Chapter 1 Programs and Instruction That Results from the Whole Language Philosophy.
PUB DATE- May 89
NOTE- 38p.; M.Ed. Project, University of Northern Iowa.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Basic Skills; Elementary Education; Phonics; *Reading Instruction; Reading Skills; *Skill Development; *Whole Language Approach
IDENTIFIERS- Educational Issues; *Education Consolidation Improvement Act Chapter 1

This paper explores the conflict between instruction that characterizes Chapter 1 programs (which appear to advocate segmentation, isolated skills instruction, and other curricular incongruencies with the core reading classroom) and instruction that results from whole language philosophy. The paper maintains that the conflict may be due to a misinterpretation of Chapter 1 guidelines by state and local agencies. It examines the inadequacies of Chapter 1 reading programs resulting from the currently held unstated philosophy created by its guidelines, and discusses the nature of effective reading instruction based on whole language philosophy that could occur in Chapter 1 programs dependent on a reinterpretation of Chapter 1 guidelines. The paper s 4 sections are as follows: (1) Introduction; (2) Review of the Literature; (3) Implications for Instruction; and (4) Summary and Conclusions. Forty-four references are attached. (SR)

ED 334 549 CS 010 639

Aufmann, Amy K.; Wham, Mary Ann
Annotated Bibliography of Whole Language Resources. Literacy Research Report No. 9.
PUB DATE- Sep 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Beginning Reading; Childrens Literature; Classroom Environment; Elementary Education; *Reading Instruction; Resource Materials; Student Evaluation; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Beginning Writing

Serving as a guide for teachers interested in implementing a whole language philosophy within their classrooms and as a resource for teachers who have whole language classrooms, this annotated bibliography presents thorough annotations of 12 selected texts published between 1979 and 1992 encouragement and support for the whole language philosophy. (RS)

ED 334 550 CS 010 640

ERIC database), providing up-to-date information in an accessible format. The collection focuses on literacy (reading and writing, as well as other kinds of literacy) in adults (both college students and out-of-school adults). The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 570 CS 010 703

Whole Language and Integrated Language Arts. Special Collection Number 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 68p.; Published by EDINFO Press, Bloomington, IN.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Communication Skills; Creative Art; Elementary Secondary Education; Integrated Curriculum; *Language Arts; Literature; Reader Response; Reading Writing Relationship; *Whole Language Approach
IDENTIFIERS- Drama in Education

This ERIC/RCS Special Collection contains seven ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and eight FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on whole language, integrating the language arts, reading-writing relationships, literature and reading and writing, reader-response theory, communication skills, and creative dramatics. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 571 CS 010 704

Stahl, Norman A.; And Others
How College Learning Specialists Can Help College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; Critical Thinking; Freewriting; Higher Education; Reading Comprehension; *Reading Strategies; *Remedial Instruction; Remedial Teachers; *Study Skills; Teaching Assistants; Teaching Methods; *Vocabulary Development

This book is a collection of essays which provide starting points for a redefinition of American literary history based on a multiethnic and multiracial, rather than European, theory of culture. After an introduction by the editors, essays in the book are: "The Literatures of America: A Comparative Discipline" (Paul Lauter); "Defining the Canon" (Harold H. Kolb, Jr.); "Thoreau s Last Words--And America s First Literatures" (Jarold Ramsey); "In the American Canon" (Robert Hemenway); "The Oral Tradition and the Study of American Literature" (Theresa Melendez); "His Life in His Tail: The Native American Trickster and the Literature of Possibility" (Andrew Wiget); "The African American Animal Trickster as Hero" (John W. Roberts); "Orality and Hispanic Literature of the United States" (Nicolas Kanellos); "Oral Tradition and Poetic Influence: Two Poets from Greater Mexico" (Jose E. Limon); "Oral Tradition in Kingston s China Men " (Linda Ching Sledge); "Archaeology, Ideology, and African American Discourse" (Houston A. Baker, Jr.); "Canonical and Noncanonical Texts: A Chicano Case Study" (Juan Bruce-Novoa); "Puerto Rican Literature in the United States: Stages and Perspectives" (Juan Flores); "Chinese American Women Writers: The Tradition behind Maxine Hong Kingston" (Amy Ling); "Twelve Asian American Writers: In Search of Self-Definition" (Shirley Geok-lin Lim); "Three Nineteenth-Century American Indian Autobiographers" (A. LaVonne Brown Ruoff); and "African American Progress-Report Autobiographies" (Frances Smith Foster). The book includes the following selected bibliographies: "Minority and Multicultural Literature, Including Hispanic Literature" (A. LaVonne Brown Ruoff and others); "African American Literature" (A. LaVonne Brown Ruoff and others); "American Indian Literature" (A. LaVonne Brown Ruoff); "Asian American Literature" (Amy Ling); "Chicano Literature" (Teresa McKenna); and "Puerto Rican Literature in the United States" (Edna Acosta-Belen). The book concludes with names and addresses of selected journals and small presses and 18 pages of references. (RS)

ED 334 590 CS 212 961

Gerlach, Jeanne Marcum, Ed.; Monseau, Virginia R., Ed.
Missing Chapters: Ten Pioneering Women in NCTE and English Education.
PUB DATE- 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060),Collected Works - General (020)
DESCRIPTORS- College English; *Educational History; *Educational Practices; Educational Trends; Elementary Secondary Education; *English Instruction; *Females; Higher Education; Sex Bias; Teacher Education; Writing (Composition)
IDENTIFIERS- *National Council of Teachers of English

This book is a historical study showing how 10 key women in the English teaching profession earlier in this century helped to develop the concepts that shape the profession today. The 10 articles and their authors are (1) "Rewey Belle Inglis: A Crystal-Ball Gazer" (Jeanne Marcum Gerlach); (2) "Ruth Mary Weeks: Teaching the Art of Living" (Judy Prozzillo Byers); (3) "Stella Stewart Center: Proceeding under Their Own Power" (Sue Ellen Holbrook); (4) "Dora V. Smith: A Legacy for the Future" (Virginia R. Monseau); (5) "Angela M. Broening: Implacable Defender" (Dure Jo uillikin); (6) "Marion C. Sheridan: A Lifetime Commitment" (Sharon Hamilton-Wieler); (7) "Lou LaBrant: A Challenge and a Charge" (David A. England and B.

communication competence. The second section reviews literature on assimilation processes as it relates to communication competence. Finally, the third section examines the process of developing communication competence during assimilation. The paper suggests that the construct of organizational communication must be viewed as multidimensional and dynamic; hence, the proposed models focus on the development of organizational communication competence rather than assuming all organizational members naturally possess appropriate levels of communication knowledge, skill, and motivation to engage in effective workplace interaction. Ninety-six references are attached. (SR)

ED 334 610 CS 507 509

Comadena, Mark E.; And Others
Teacher Use of Power and Teacher Effectiveness: Comparing the Perceptions of Adult Learners and Traditional Undergraduate Students.
PUB DATE- May 91
NOTE- 14p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicgao, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Classroom Communication; Classroom Techniques; Communication Research; Continuing Education; Higher Education; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- *Power; Student Surveys

A study examined the relationship between teacher use of power and teacher effectiveness in samples of adult learners and traditional undergraduate students. The primary goal was to provide educators with practical information that may assist them in adapting their classroom communication styles to different student audiences. Subjects, 71 traditional undergraduate students and 105 adult learners enrolled in a variety of courses offered through the college of continuing education at a large midwestern university, completed questionnaires designed to measure teacher effectiveness and use of power in the classroom. Findings showed that in this sample of adult learners, teacher effectiveness ratings were significantly and negatively related to teacher use of coercive power and positively related to teacher use of expert power. In the sample of traditional undergraduate students, teacher effectiveness ratings were significantly correlated with teacher use of expert and referent power. (One table of data is included.) (Author/PRA)

ED 334 611 CS 507 511

Clair, Robin Patric
The Effects of Tactile Stimulation and Gross Motor Movement on Cognitive Learning: A Test of Montessori s Muscular Movement Theory in the College Classroom.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

planning and implementation. Innovative staff development strategies, such as principal centers and an international principal improvement project, are also described. Regional resources for administrator staff development are provided in the third section, which describes programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and lists available SEDL workshops. The last section offers descriptions of 27 national programs and resources. (57 references) (LMI)

ED 334 630 EA 022 964

Thomas, Stephen B., Ed.
The Yearbook of Education Law 1990.
PUB DATE- 90
NOTE- 279p.; For individual chapters, see EA 022 965-972. For 1989 yearbook, see ED 318 092.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; Educational Finance; Elementary Secondary Education; Federal Courts; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student School Relationship; Torts; *Yearbooks
IDENTIFIERS- Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1989 by state appellate courts and federal courts are summarized and analyzed in this book. The analyses, each written by one or more experts in education law, are divided into eight topical chapters: (1) employees; (2) bargaining; (3) pupils; (4) handicapped; (5) torts; (6) sports; (7) finance; and (8) higher education. The book includes a 14-page alphabetical index of cases cited in the text as well as a 5-page subject index. (MLF)

ED 334 631 EA 022 965

Mawdsley, Ralph D.
Employees.
PUB DATE- 90
NOTE- 38p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Certification; Civil Liberties; Contracts; *Court Litigation; Dismissal (Personnel); Due Process; Elementary Secondary Education; *Employer Employee Relationship; *Equal Opportunities (Jobs); Legal Responsibility; *Public Schools; Reduction in Force; *School Law; *School Personnel; Teacher Rights; Tenure

This chapter covers the nearly 220 cases reported in 1989 involving precollegiate, public-sector employees. Those cases where purely procedural issues are involved are omitted, and procedural issues in the remaining cases are deemphasized. As in previous years, the section on dismissal, nonrenewal, demotion, and discipline has the greatest concentration of cases. Legal issues covered by the review are organized in the one-on-one interviews, spot observations, records, and student assignment analysis relate to changes occurring in family demographics, student populations, communities, and school districts as well as preclinical response to educational change, the status of OEL clinical workshop outcomes, and factors affecting the project. Recommendations include clarifying project priorities and using the research process to facilitate project goals. Four appendices to this volume describe the methods and data collection processes, context of the study, quantitative results, and survey inventories. Volume 2 contains individual case study reports of 39 project and learning sites funded by OEL during 1989-91. (EJS)

ED 334 652 EA 023 114

Pressman, Robert; Weinstein, Susan
Procedural Due Process Rights in Student Discipline.
PUB DATE- 90
NOTE- 201p.; Revision of the procedural due process section (chapters 9, 10, and 11) in "School Discipline and Student Rights: An Advocate s Manual"; see ED 226 425.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavior Standards; Civil Rights; Corporal Punishment; *Court Litigation; *Discipline Policy; *Due Process; Elementary Secondary Education; Expulsion; Freedom of Speech; Hearings; In School Suspension; Legislation; *Parent Rights; School Administration; School Law; School Policy; Search and Seizure; Student Behavior; *Student Rights; Student School Relationship; Suspension

To assist administrators in understanding procedural due process rights in student discipline, this manual draws together hundreds of citations and case summaries of federal and state court decisions and provides detailed commentary as well. Chapter 1 outlines the general principles of procedural due process rights in student discipline, such as when students are entitled to due process and how much due process to give. Chapter 2 describes the application of due process to specific forms of discipline: suspension for 10 days or less; long-term suspension and expulsion; disciplinary transfer; inschool suspension; class removal; extracurricular activity exclusion; graduation ceremony exclusion; procedural rights for academic decisions; corporal punishment; and school bus exclusion. Chapter 3 details specific elements in prior hearings and the emergency exception, notice types and procedures, hearing timing, access to evidence before the hearing, ensuring impartial decisionmakers, hearing procedures, findings and reasons, and appeal and judicial review. Specific court cases are cited for further reference. (EJS)

ED 334 653 EA 023 118

Bonus Model and Campus/Individual Model. South Carolina Teacher Incentive Program 1990-91.
PUB DATE- Jul 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

certain assumptions related to the role of principals, such as the expectation that school administrators demonstrate skills as both efficient managers and visionary leaders. The task of school reform has become one of expanding the skills and repertoire of practicing administrators while searching for new instructional leaders who already possess the talents required to fill vacancies. Twelve talents or themes that reflect the belief structure and behavioral characteristics of the best administrators include being developers, relators, stimulators, and arrangers. (EJS)

ED 334 673 EA 023 153

Hess, G. Alfred, Jr.; And Others
Overcoming the Inequities in Illinois School Finance: An Analysis of Options towards Equity.
PUB DATE- May 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Finance Reform; Financial Policy; *School Support; School Taxes; State Aid; Tax Effort; Tax Rates
IDENTIFIERS- *Illinois

School districts in Illinois are supported by revenues received primarily from local property taxes. Since the amount of local funds generated to support schools are affected by differences in property wealth, and property wealth is inequitably distributed, the funds available to provide an education to each student are also inequitably distributed. This funding inequity is the result of changes in school enrollments, property wealth, state policy, and tax efforts. An equitable funding system would allow no more than a 1.5 to 1 ratio between the 95th and 5th percentile districts in peer pupil revenue or in operating tax rates per 100 in assessed valuation. Six funding options were evaluated to ascertain the extent to which each option would provide an equitable funding system, they are: the statewide foundation property tax option; the excess value state property tax option; the county assumption option; the increased foundation level option; and the income tax/property tax offset option. Developed analyses of the first four options are offered with nine tables that illustrate financial comparisons of each option and the original funding system. An additional table is appended. (EJS)

ED 334 674 EA 023 155

Richardson, Arthur G.; Fergus, Eudora E.
Learning Style and Ability Grouping in the High School System: A Caribbean Case Study.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Academic Achievement; *Class Organization; *Cognitive Style; Foreign Countries; *Grade 9; High Schools; *Learning Strategies; Secondary Education; Sex Differences; *Track System (Education)

tables are included. (21 references) (LMI)

ED 334 695 EA 023 185

Personnel Procedures for Peer Selection, Support, and Evaluation. The International High School.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; *Faculty Recruitment; High Schools; Institutional Mission; Labor Turnover; *Peer Evaluation; *Personnel Policy; *Personnel Selection; *Social Support Groups; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll; International High Schools

The process and procedures for the selection, support, and retention of personnel developed by the faculty personnel committee at the International High School (Long Island City, New York) are described in this publication. Initiatives included the establishment of a faculty personnel committee responsible for faculty recruitment and selection, a peer support and evaluation process, and a peer review and assessment system. Following the school s mission statement, the first section describes the peer (teacher) selection process, providing a job description, personnel commitee procedures, and a summary worksheet. The second section outlines peer support groups, focusing on role descriptions, the intervention process and intervention procedures, and self-evaluation. The peer evaluation process is examined in the third section, which provides a worksheet and guidelines for peer evaluation teams. (LMI)

ED 334 696 EA 023 186

Peterson, Brian; And Others
Toward the Year 2000 for Dade s Public Schools: Creating Educational Excellence for All Children.
PUB DATE- 16 Dec 88
NOTE- 60p.; A product of Citizens for Better Schools.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Outcomes of Education; *Public Schools
IDENTIFIERS- *Dade County Public Schools FL

Recommendations made by a citizens group for improving Dade County Public Schools are presented in this document. Proposed immediate policy changes involve decentralization, teacher professionalization and evaluation, mathematics and reading achievement goals, school-based management/shared decision making, parent participation, instructional leadership, and monitoring of standardized tests. Goals for the year 2000 include implementing controlled choice, creating thoroughly integrated and affordable housing, improving achievement test norms, professionalizing educators, and developing a challenging curriculum. The ideas in this report are supportive of Dade County s own "district strategic plan," but it documents and advocates several things which the district plan does not; for example, it explains the performance of the

related document, see EC 231 896.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Advocacy; *Disabilities; Meetings; *Mental Retardation; *Organizations (Groups)
IDENTIFIERS- *Self Advocacy; *Speakers Bureaus

The directory lists 380 organized self-advocacy programs for persons with disabilities in the United States and Canada. Programs are listed alphabetically by state and usually include program name, contact person, address, and telephone number. An update form is provided. A second directory included in the document is titled "Directory of Presenters on Self-Advocacy" and lists 35 presenters whose names were obtained from a survey of Association for Retarded Citizens (ARC) chapters and self-advocacy groups. Speakers are listed alphabetically by state. Usually provided are the name, address, telephone number, ARC affiliation, topics presented, equipment needs, travel information, special needs, and presentation experience. (DB)

ED 334 718 EC 231 896

Building Self-Advocacy in the Community: A Model Workshop To Begin a Self-Advocacy Group.
PUB DATE- 89
NOTE- 32p.; Prepared by the Self-Advocacy Committee. For a related document, see EC 231 895.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Citizen Participation; Community Involvement; Daily Living Skills; *Disabilities; Meetings; *Mental Retardation; *Models; Organizations (Groups); Training Methods; *Workshops
IDENTIFIERS- *Self Advocacy

The model workshop described in this paper is intended to present the possibilities of organized self-advocacy for persons with mental retardation or other disabilities. Self-advocacy stresses dignity, respect, and making one s own choices. Information on planning a workshop covers length and size, date and time, speakers, location, transportation, the written program, materials and equipment, refreshments, publicity, cost, and follow-up. A variety of workshop topics are recommended, including: helping with a political campaign, accessibility, vacation planning, how to register to vote, raising money, the community of people with disabilities, laws and how they affect self-advocates, how to avoid becoming a victim of crime, being assertive, choosing the right place to live, experiences in self-advocacy, and rights and privileges. Suggestions are offered for different ways to give presentations including panel discussions, group discussions, debates, and audience involvement. Finally, ways to develop an active, ongoing self-advocacy group are addressed, including planning for self-advocacy, leadership, setting goals, maintaining group membership, holding quality meetings, and picking an advisor. A resource guide lists 44 books, manuals, videotapes, and other resources. (DB)

ED 334 719 EC 232 106

Longitudinal Transition Study of Special Education Students (NLTS), including a nationally representative sample of more than 8,000 students, were used. The study examined vocational course-taking by specific handicapping condition; course content; amount of vocational education; and demographic variables (grade level, gender, and ethnic background). Findings showed that students who were enrolled in occupationally oriented vocational education were significantly more likely than nonparticipants to register positive on-school and post-school outcomes. These students had significantly lower absenteeism from school and a lower probability of dropping out of school. Vocational training was related to a higher likelihood of finding a paid job and of attending a postsecondary vocational school in the early years after high school. The study also found a discrepancy between the apparent benefits of vocational education and the rates at which students with disabilities actually participated in vocational programs. Appendices contain an overview of the NLTS, supplementary statistical tables, and independent variable definitions and hypotheses supporting their inclusion in analyses. (Includes 47 references.) (JDD)

ED 334 740 EC 300 486

Arnold, Mitylene; And Others
Establishing Supported Employment Services in Mississippi.
SPONS. AGENCY- Mississippi Developmental Disabilities Planning Council, Jackson.
PUB DATE- Nov 90
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Disabilities; *Employment Programs; Program Development; *Severe Disabilities; State Programs; *Supported Employment; Teacher Role; Vocational Education; Vocational Evaluation
IDENTIFIERS- *Job Coaches; *Mississippi

This eight-chapter procedural guide outlines a supported work approach for competitive employment training of Mississippi citizens with moderate and severe disabilities. The first chapter defines competitive and supported employment and discusses funding, personnel, program options, and vocational curriculum development and assessment. The second chapter outlines what service providers and families need to know about such employment programs, focusing on vocational choices available, vocational evaluation, influence of severity of disability, influence of income on government benefits, and other factors. The remaining six chapters explain, in sequence, the steps necessary for establishing supported employment services, centering around the activities of the job coach. These chapters cover job development, consumer assessment, job placement, job site training, ongoing assessment and follow-up, and time management for the job coach. An appendix contains several sample record-keeping forms for such tasks as job market screening, employer contact, employer interviews, environmental analysis, job analysis, job/worker compatibility analysis, and progress reporting. (Includes 58 references.) (JDD)

ED 334 741 EC 300 487

upon their actual needs. Section I examines the problem with a discussion of identification of those children at greatest risk, the role of the mental health system, and identification of needs. Section II looks at opportunities for helping these families in the areas of: medical/health care; child care; child welfare services; community-based, family support drop-in centers; community mental health centers; Head Start and children at risk preschool programs; preschool special education; provisions of Public Law 99-457; Medicaid funding for the Early and Periodic Screening, Diagnosis, and Treatment program; and advocacy. Eleven recommendations are made, including: increase efforts to identify young children and families in trouble; increase training of child care providers; establish community-based family support and drop-in programs; provide an array of children s services by community mental health centers; involve parents in planning early childhood special education services; plan for emotional and social development in early intervention efforts; and utilize Medicaid revisions to provide coverage for a broader range of community mental health services. Includes 25 references. (DB)

ED 334 759 EC 300 505

Public Policy and Developmental Disabilities. Bibliography #33.
PUB DATE- Sep 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Developmental Disabilities; *Policy Formation, *Public Policy
IDENTIFIERS- Illinois

This bibliography of 194 items lists publications addressing public policy and developmental disabilities. Publications are listed alphabetically by author and were issued between 1974 and 1990. Publications include government reports, journal articles, policy analyses, and Illinois State reports. (DB)

ED 334 760 EC 300 506

Transition in Early Childhood Programs. Bibliography #34.
PUB DATE- Feb 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Early Intervention; Preschool Education; Program Descriptions; Research; Special Education; *Transitional Programs

This bibliography of 71 items lists publications addressing transition in early childhood special education programs. Publications are listed alphabetically by author and are dated from 1986 to 1991. Publications include special reports, journal articles, research reports, and program descriptions. (DB)

ED 334 761 EC 300 507

Plakos, John; And Others
An Evaluation of Preschool Special Education Non-Intensive Eligibility Criteria. Stage One. Final Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Nov 89

prereferral process also stresses parental involvement at an early stage of intervention and predisposes the parent to a cooperative position. Students are benefitted by consistency of behavioral and academic expectations, inclusion in the intervention and evaluation process, and early identification of problems putting them at risk. Provision of a formal intervening step through the prereferral process allows earlier identification of problems, encourages a school climate of collegiality, and fosters parental and student involvement. Includes 7 references. (DB)

ED 334 780 EC 300 526

Kastorf, Karl
The Massachusetts Experience with Medicaid Support of Early Intervention Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 27p.; For related documents, see EC 300 527-528.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; *Disabilities; *Early Intervention; Educational Finance; Educational Legislation; *Federal Aid; *Federal Legislation; Policy Formation; Preschool Education; Program Administration; State Aid; *State Programs
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); *Massachusetts; *Medicaid

This paper provides an overview of how Massachusetts has successfully integrated use of the federal Medicaid program into a plan for financing Part H of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act, on a statewide basis. Noted is the lack of a single strategy for accessing Medicaid funds for early intervention services. In the first section the legislative authority to finance early intervention services with Medicaid funds is briefly reviewed. The next section looks at barriers and benefits to this type of financing, administrative considerations, and defining early intervention services in the Medicaid State Plan. Issues regarding implementation of Medicaid support are considered next and include responsibility for early intervention program development, defining units of early intervention services and unit rates, costs of a Medicaid plan, and planning for change. Noted are the issues of availability of state matching funds, the need for initiative by Part H Lead Agency Administrators, the existence of barriers related to issues of values and language, and the importance of defining early intervention services with precision utilizing a unit rate purchasing system. (DB)

ED 334 781 EC 300 527

Van Dyck, Peter C.
Use of Parental Fees in P.L. 99-457, Part H.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 26p.; For related documents, see EC 300 526-528.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions)

primary weakness its inability to implement the curriculum development objective. (DB)

ED 334 800 EC 300 546

Department of Education: Monitoring of State Formula Grants by Office of Special Education Programs. Fact Sheet for the Chairman, Subcommittee on Disability Policy, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Apr 91
NOTE- 13p.; For a related document, see ED 313 892.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Disabilities; Efficiency; Elementary Secondary Education; Federal Programs; *Federal State Relationship; Grants; Interviews; *Program Administration; *Public Agencies; Questionnaires; Rehabilitation; Special Education; Trend Analysis
IDENTIFIERS- Formula Funding; *Office of Special Education Programs; *Program Monitoring

This report to the U.S. Congress reviews monitoring activities of the Office of Special Education Programs (OSEP) in regard to formula grant programs. The study looked at dates of the most recent monitoring visits to the state education agencies and calculated key steps in the monitoring process, such as the time from visit to issuance of the final monitoring report and the time from issuance of the final report to approval of the corrective action plan. Findings indicated no change in the frequency of monitoring visits since a 1989 study, with 15 states not visited in the previous 4-year period. The backlog of monitoring reports was reduced in comparison with that found in the previous study. Other improvements included decreased time taken to issue final monitoring reports, an additional monitoring team, and decreased time to approval of a corrective action plan. Appendixes provide a listing of OSEP visits to the 50 states and the District of Columbia for monitoring of formula grants and a chart showing changes in average processing time for key steps. (DB)

ED 334 801 EC 300 547

Walthall, Joe; Smith, Terry
An Investigation of Discrepancy Scores between Intelligence and WRAT-R Achievement in Mentally Retarded and Learning Disabled Students.
PUB DATE- 14 Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (New Orleans, LA, November 14, 1990). The appendix may reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Handicap Identification; *Intelligence Differences; Intelligence Tests; *Learning Disabilities; Mathematics Achievement; *Mild Mental Retardation; Prediction; Program Effectiveness; Reading Achievement; *Remedial Instruction; Resource Room Programs
IDENTIFIERS- Arkansas; *Discrepancy Analysis; Wechsler Intelligence Scale for Children (Revised); Wide Range Achievement Test (Revised)

This study investigated the relationship between measured that share a common language and some cultural understanding. However, other cultural elements are often ignored in technology transfer, leading to failure of the transfer, including the role of women in the developing society, lack of understanding of technical language, lack of sophistication to carry through technical processes rapidly enough, and cultural and linguistic sensitivities leading to resistance. The technology transfer program should: (1) contribute to the overall strengthening of the local entities, especially academic institutions; (2) acquire the best qualified personnel; (3) provide economic incentives to trainees to return to their own countries after training; (4) be practical; and (5) respect and accommodate cultural norms, local laws, and political and religious attitudes. Economic development occurs in the following stages: meeting basic needs; creation of new programs and institutions for light commerce and industry; and graduation to developed-nation status. Past errors indicate that language, culture, and communication should be assessed at the outset of any development program. Academic institutions can play a significant role in program design and implementation. (MSE)

ED 334 822 FL 019 251

Watanabe, Yoshinori
External Variables Affecting Language Learning Strategies of Japanese EFL Learners: Effects of Entrance Examination, Years Spent at College/University, and Staying Overseas.
PUB DATE- Aug 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *English (Second Language); Foreign Countries; Higher Education; *Learning Strategies; *Program Length; Second Language Learning; *Study Abroad
IDENTIFIERS- Japan; *Japanese People

The study examined the effects of external factors affecting language learning strategies by Japanese college/university students learning English as a foreign language. Special attention was paid to the effects of entrance examination, experience of staying overseas, and years spent at college or university. A measure (a Japanese version of the Strategy Inventory for Language Learning) was administered to 315 college and university students. The analysis of data through various statistics showed that the entrance examination mostly had a favorable effect on the students use of learning strategies in that they gave the students an impetus to try out a wider range of strategies. Staying overseas was found to have a favorable effect, providing students with a good opportunity to develop strategies of learning English through communication. Years spent at college or university, however, did not increase frequencies of using various types of learning strategies. (JL)

ED 334 823 FL 019 259

Walker, Susan
Desktop Design for ESOL Teachers.
PUB DATE- 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).

*Vocational Education Teachers
IDENTIFIERS- *Taiwan

A literature review, statistical analysis, and interviews were used to obtain a description of the vocational training system in Taiwan. Information was gathered about vocational trainers background, the vocational training administration, vocational training laws and regulations, vocational training personnel, the curriculum, and instructional methods. Research findings indicated a high positive correlation between age and working experience and professional satisfaction. Vocational trainers were unhappy about personnel procedures, recruiting, lack of on-the-job training, few chances for promotion, and heavy work loads. Vocational trainers expected an improvement in administration and a social movement to retain confidence in vocational certificates. Research findings also suggested the need for: (1) an enhancement of vocational training administration; (2) adjustment of instructional packets; (3) improvement of coordination; (4) increase in full-time positions and budget; (5) revision of vocational training laws and regulations; (6) more on-the-job training; and (7) development of specific instruction models. Three models were suggested to improve the vocational education system: a labor force structure model to improve social mobility; an administrative model to encourage changes in the current vocational training administration; and a curriculum model to improve the instructional system. (25 references) (Author/KC)

ED 334 349 CE 057 350

Jacobs, Ronald L., Ed.
Organizational Issues and Human Resource Development Research Questions. A Guide for Researchers in Human Resource Development.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Business Responsibility; *Corporate Education; Developmental Programs; Economic Development; *Employer Employee Relationship; *Industrial Training; *Labor Force Development; Labor Market; Labor Needs; *Labor Utilization; Organizational Change; Quality of Working Life; *Research Needs

The nine papers in this monograph, written by members of the University Council for Research in Human Resource Development, respond to the following questions: What is the most important organizational issue of the 1990s, and what human resource development (HRD) research questions might be generated from this issue? The papers are as follows: (1) "Dealing with the Unknown" (Glenn E. Baker); (2) "Downsizing: The HRD Dilemma" (Walter A. Cameron, Gerald D. Cheek); (3) "HRD and Corporate Social Responsibility" (Neal Chalofsky); (4) "Organizational Learning" (Nancy M. Dixon); (5) "The Failure of Organizational Change" (Ronald L. Jacobs); (6) "Research Needs in International HRD" (Gary N. McLean); (7) "High-Risk Occupations: A Challenge for Change" (James E. Sage); (8) "Trust in the Workplace" (Richard A. Swanson); and (9) "Looking Ahead in HRD Professional Preparation" (Verna J. Willis). Several papers include extensive bibliographical references. (KC) core curriculum, occupational valid competencies, and a mission of marketing education were developed. Two surveys on program courses were administered in two separate mailings (N=185). Based upon the combination data, most core courses were accepted as a part of the common core. It was recommended that the course on business law be taught by local colleges. Ten marketing program core course titles ware developed: (1) marketing principles; (2) marketing information management; (3) promotion principles; (4) selling principles; (5) supervisory principles; (6) economics; (7) business law; (8) accounting; (9) marketing mathematics; and (10) microcomputer applications. In addition, core curriculum concepts were developed and implemented for each course. (NLA)

ED 334 369 CE 058 380

Long, Huey B.
Twentieth Century Social and Contextual Factors Contributing to the Development of Adult Education Knowledge.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 90
NOTE- 23p.; Paper presented at the Syracuse University Kellogg Project s Visiting Scholar Conference in the History of Adult Education (2nd, Syracuse, NY, March 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Literacy; Educational Change; Educational History; Educational Legislation; Educational Research; Higher Education; *Philanthropic Foundations; *Professional Associations; *Social Influences; State Federal Aid
IDENTIFIERS- *Syracuse Univ Resources for Educators of Adults NY

External factors in the development of adult education include the social context, contributions from other disciplines, and associations and government. There are four points in the evolution of adult education between 1925 and 1964: (1) the difference between its origins as a field of study and its genesis as a field of practice; (2) the impact of contributors; (3) the social condition in the United States; and (4) the creation of special interest groups. The knowledge base emerged from the contributions of lay people and scholars. After 1964, the study of adult education included related disciplines, foundations, and social contextual developments. The Ford Foundation and the W. K. Kellogg Foundation have provided support for adult education projects. Federal, state, and local governments increased their support of adult education programs in 1964 by directly funding a national program for adult literacy. The knowledge base reflects atheoretical approaches to problems of practice, and research does not build upon previous results. Knowledge tends to be dependent upon theoretical foundations from other disciplines. The Syracuse University Collection describes the influence of social factors, foundations, and governmental programs on the development of adult education. (36 references) (NLA)

ED 334 370 CE 058 384

A Self-Directed Approach to English Grammar.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English

Competency Based Education; *Core Curriculum; Electricity; *Industrial Personnel; Inspection; Leadership; *Maintenance; *Mechanical Equipment; Metal Working; Occupational Safety and Health; Plumbing; Prevention; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Welding
IDENTIFIERS- Mississippi

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: general industrial maintenance trades I and II. The first course contains the following units: (1) orientation and leadership activities; (2) safety; (3) blueprint reading; (4) oxyacetylene cutting; (5) preventative maintenance; (6) electricity; and (7) metal repair. The second course contains the following units: (1) safety (review and reinforce); (2) plumbing; (3) rigging and hoisting; (4) unloading, uncrating, and inspection; (5) setting equipment; (6) pumps; (7) gear boxes; and (8) bearings, packings, and seals. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 390 CE 058 405

Standardized Curriculum for Graphic and Print Communications.
PUB DATE- Jun 89
NOTE- 66p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Desktop Publishing; *Graphic Arts; Layout (Publications); Occupational Safety and Health; Photography; *Printing; Reprography; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- *Lithography; Mississippi; *Offset Printing

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: graphic and print communications I and II. The first course contains the following units: (1) orientation; (2) keyboard composer model 48 T 6; (3) keyboard composer model 7300; (4) job planning, art work, and layout; (5) basic photographic process in lithography; (6) film developing and darkroom procedures; (7) offset masters and platemaking--masking and stripping; (8) fundamentals of offset presswork; (9) preparation of offset presses for printing; (10) color reproduction; and (11) bindery operations. The second course contains the same units as the first course, with the addition of a unit on offset printing as an occupation and desktop publishing. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 391 CE 058 406

Standardized Curriculum for Heating and Air Conditioning.

positively related to auto mechanics grade and job satisfaction; reading was more positively significant. In auto class, there was more emphasis on reading skills than math skills. (Four appendices--the questionnaire, textbook examples, data tables, and lesson ideas--and 16 references are included.) (NLA)

ED 334 411 CE 058 434

Garb, Gillian, Ed.; Baltz, Davis, Ed.
Local Action for Global Change. World Education Reports, Number 29.
SPONS. AGENCY- United Nations Food and Agriculture Organization, Rome (Italy).
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Trends; Disease Incidence; Ecological Factors; *Environmental Influences; *Epidemiology; Farmers; Foreign Countries; *Global Approach; Hazardous Materials; Natural Resources; *Pests; Poisons; Poverty; Training Methods; *Wastes
IDENTIFIERS- Africa (West); Agricultural Technology; Indonesia; Integrated Pest Management; Latin America; Massachusetts; Philippines

This issue contains five articles that address environmental concerns. "Poverty and Environmental Decline" (Alan Durning) analyzes accelerating environmental decline and discusses the need for action at every level to reverse global deterioration. "Integrated Pest Management (IPM) Made Easy" (Cesar Galvan, Peter Kenmore) explains how Filipino nongovernmental organizations (NGOs) are spearheading a new training approach to make IPM training accessible to local rice farmers. "Popular Epidemiology" (Phil Brown, Dick Clapp) is a report on the politics of organizing against toxic waste-induced disease in Woburn, Massachusetts. "Toxic Trade-Off" outlines the growing business in toxic waste products between the northern and southern areas of the world. "Less Is More" (Miguel Altieri, Andres Yurjevic) examines the problems of peasant agroecological methods on peasant farming communities. The issue also includes "Reports on...Natural Resources and Economic Opportunity: Lessons from the Sahelian Experience" (Asif Shaikh, Kjell Christophersen), two book reports, and "From the Field: Indonesia s Barefoot Environmental Impact Assessment" (Davis Baltz). (NLA)

ED 334 412 CE 058 436

Knight, Lilian; Harris, Stuart
Training for Small and Medium Companies.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Curriculum Development; Developed Nations; Economic Development; Educational Improvement; *Educational Needs; Foreign Countries; *Job Training; Marketing; *Needs Assessment; Pilot Projects; Postsecondary Education; *Small Businesses; *Staff Development

SPACE II. Single Parent Adults Choosing Education. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 50p.; For related documents, see CE 058 483-488.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Students; Assertiveness; *Basic Skills; Career Education; Career Exploration; College Students; Community Colleges; Demonstration Programs; Fathers; Hygiene; Learning Strategies; Mothers; *Nontraditional Students; *One Parent Family; Program Descriptions; Program Guides; *Program Implementation; *Remedial Instruction; *Self Esteem; Special Needs Students; Two Year Colleges
IDENTIFIERS- Bakersfield College CA

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP describes Bakersfield College s Single Parent Adults Choosing Education (SPACE) II program, (an expansion of the original SPACE program) which provides basic skills remediation and support services to single parents returning to education. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III provides materials to facilitate the adoption of the program: a list of resources needed and budget information for the program, including a project budget summary, a detailed budget, and a budget by objective. Part IV presents the course description; course semester syllabus; basic curriculum outline; and sample student self-assessment. (YLB)

ED 334 431 CE 058 491

Sticht, Thomas G.
Evaluating National Workplace Literacy Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Apr 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Employment Practices; *Evaluation Criteria; *Evaluation Methods; Federal Programs; *Literacy Education; *Program Evaluation; Quality of Working Life; Research Methodology
IDENTIFIERS- *National Workplace Literacy Program; *Workplace Literacy

This report discusses evaluation as required under the Department of Education rules and regulations for the National Workplace Literacy Program (NWLP). It is intended to help workplace literacy programs meet the requirements of the rules and individuals in high technology medical fields. Five objectives were outlined in the project: (1) to solve allied medical shortages; (2) to provide economically disadvantaged individuals with training; (3) to refer disadvantaged individuals for occupational training; (4) to provide training over a 12- to 18-month period; and (5) to provide on-the-job training/classroom opportunities. To arrive at an acceptable level of service, six steps were conducted: (1) develop a program purpose; (2) identify target occupations (respiratory therapists, surgical technicians, laboratory assistants, practical nurses, histology technicians, and drug and alcohol counselors); (3) determine educational requirements; (4) establish curricula; (5) implement the program; and (6) conduct evaluation. Thirty-nine economically disadvantaged individuals were placed in RAMBO; 28 successfully completed the program and 11 dropped out. By providing these individuals with training, RAMBO has given them an opportunity to improve their economic circumstances and help solve the rural health care crisis. (Success stories of participants, participant training information, and periodical clippings are included.) (NLA)

ED 334 450 CE 058 537

Balogh, Judy A., Comp.
Leaders in Entrepreneurship. Resources for Small Business Development and Enhancement. Special Publication No. 61.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Business Administration; *Entrepreneurship; *Organizational Development; Organizations (Groups); Postsecondary Education; *Resources; Secondary Education; Skill Development; *Small Businesses; *Training

This directory lists 82 agencies, associations, and organizations that work with entrepreneurs or small business owners and those who might be responsible for educating and training entrepreneurs. Each entry provides the full name of the organization, the audience most likely to be served, the overall focus or purpose, and the services and resources offered. The mailing address and telephone number are also provided. Forms to be used to nominate entries for the directory include those for a successful entrepreneur s club, a model entrepreneurship program, and leaders in entrepreneurship. An annotated list of five resources is provided, and the member states and organizations of the National Entrepreneurship Consortium are listed. (KC)

ED 334 451 CE 058 538

Educating Counselors in Vocational Guidance: The Process and the Outcomes in Oklahoma.
PUB DATE- Jun 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Career Development; *Career Guidance; *Counselor Attitudes; *Counselor Training; High Schools; Inservice Education; Likert Scales; Physical Disabilities; Pretests Posttests; Program Evaluation; Public Schools; *School Counselors; Student Organizations; *Vocational Education

ED 334 469 CE 058 750

Imel, Susan
Collaborative Learning in Adult Education. ERIC Digest No. 113.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Students; *Cooperation; Educational Environment; *Group Dynamics; Participation
IDENTIFIERS- *Collaborative Learning; ERIC Digests

In collaborative learning, both facilitators and learners are active participants in the process, a sense of community is created, and knowledge is considered to be located in the community rather than the individual. Its guiding principle is that learning is enhanced when knowledge that is created and transmitted is shaped by the activities and perspectives of the group. In adult learning situations, the instructor becomes the facilitator whose responsibility it is to create a climate to foster collaborative learning. In this environment, learners must be willing to listen to and respect different points of view, exercise responsibility for their own learning, and be committed to the group. The traditional teacher role as authority is reframed as a knowledgeable co-learner. Facilitators are also responsible for preparing learners for collaborative work and planning the process. The traditional student role also shifts to a more active problem solver, contributor, and discussant. Issues involved in collaborative learning are cultural dispositions toward competition and individualism; the traditional class structure; difficulty in providing appropriate feedback; and reluctance of learners and facilitators to relinquish their traditional roles. Collaborative learning can provide an environment for democratic planning, acquisition of individual and group insights, development of better judgment, and use of adults previous experiences. (SK)

ED 334 470 CE 058 751

Imel, Susan
Older Worker Training: An Overview. ERIC Digest No. 114.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Aging (Individuals); *Corporate Education; *Older Adults; *On the Job Training; Participation; Recruitment
IDENTIFIERS- ERIC Digests; *Older Workers

The changes in the composition of the labor force and the changing personal needs of older people are creating powerful incentives for them to remain in or reenter the work force. For many, this will mean job training or retraining. Training for older workers is provided through both private companies and publicly funded programs such as the Job Training Partnership

-is described in detail. Invitational education is finding its way into health care facilities, management work places, and parenting. Wherever it goes, it carries a basic message that human potential, not always evident, is always there, waiting to be discovered and invited forth. Equally important, invitational education offers a concrete, practical, and successful way to accomplish its purposes. (ABL)

ED 334 489 CG 023 504

O Riley, Kathleen Keri
AIDS in the Workplace: A Literature Review. Position Paper.
PUB DATE- May 91
NOTE- 54p.; Master of Education requirements, Colorado State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Employees; *Employer Employee Relationship; *Employment Practices; Trend Analysis

A literature review on the topic of Acquired Immune Deficiency Syndrome (AIDS) in the workplace is presented with these objectives: (1) to identify the myths and realities of the disease; (2) to identify AIDS-related issues in the workplace; and (3) to identify how employers and companies handle and respond to AIDS in the workplace. Terms related to AIDS are defined. The literature reviewed, consisting of journal articles, books, and information from governmental agencies, is grouped and discussed under the three main topics. The first topic, myths and realities of AIDS, covers such issues as fear of AIDS in the workplace, description of AIDS, transmission of the disease, and risk factors. The second topic, issues related to AIDS in the workplace, discusses testing for AIDS, insurance, and legal issues. The third topic covers workplace policies, guidelines, and educational programs. It is concluded that there appear to be misunderstandings of the myths and realities of AIDS which cause fear, disruption, and discrimination in the workplace. It is noted that persons with AIDS are confronted with the possibility of termination, not being hired, discrimination, loss of benefits, screening devices, breech of confidentiality, and problems with anxious co-workers. It is recommended that employers prepare a policy statement on AIDS or include AIDS in a general policy along with other life-threatening illnesses. (ABL)

ED 334 490 CG 023 505

Monthei, Carol
Important Factors That Influence Employers when Screening
PUB DATE- 89
NOTE- 80p.; Master of Education requirements, Colorado State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Employer Attitudes; Employment Interviews; *Personnel Selection; *Resumes (Personal)

Little research has been done to substantiate the advice given by commercial writers of "self-help" books, and the research that has been done often arrives at conflicting results. This study examined resume preferences of personnel professionals (N=31).

resources are sufficient to cope with the surrounding environment there will be a greater freedom of choice to manipulate or to not be unnecessarily manipulated by the environment. In older age cohorts access to resources is lower than in younger age cohorts, where access depends on aging, cohort, and/or historical reasons. The model suggests three different categories of resources: individual, interpersonal, and institutional. Individual resources are exemplified by health, interpersonal by social network, and institutional by social position. The gap between actual and perceived resources can be understood by a construct called the self-reference system. The actual resources and the way these are perceived influence feelings and behavior such as activity level, loneliness, and life satisfaction. This also means that the use of age or age cohorts to explain feeling and behavior often is misleading. It is much more convincing to categorize people according to access to resources rather than to their age. Some aspects of the model were empirically studied in a non-proportional stratified random sample of 130 persons in 5 age cohorts. The results provided strong support to the model. (Author/LLL)

ED 334 510 CG 023 525

Grant, Neil; Findlay, Hazel
A Programme for Anger Management with Teenagers. Third Edition.
PUB DATE- 90
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Anger; Coping; Foreign Countries; Group Counseling; Rational Emotive Therapy; Secondary Education
IDENTIFIERS- New Zealand; Self Management

This book describes a program of anger management for teenagers. Chapter 1 describes the OK Line, a strategy based on Rational Emotive Therapy (RET). The important concept in RET is: the way one thinks affects the way one feel, which affects what one does. If one is feeling angry and one s behavior is violent, then it becomes necessary to reprogram the way one thinks. The OK Line is a group activity designed to take place in eight stages using group support and group evaluation. Chapter 2 discusses the concept of anger management. Two main sources of anger, unresolved grief (loss) and learned behavior, are analyzed. Chapter 3 provides information for getting a group started. Chapter 4 contains a set of resources for those who find it difficult to use the OK Line. Included in this chapter are ideas for using an anger chart to recognize the signs of anger, keeping an anger journal, and other anger management techniques. Chapter 5 describes a self-management program and provides information about conflict resolution and constructing a support network, as well as role play exercises to help the student ask for support. Additional resources for conducting groups are included in appendices. (LLL)

ED 334 511 CG 023 526

Van Velsor, Ellen; Hughes, Martha W.
Gender Differences in the Development of Managers: How Women Managers Learn from Experience.
SPONS. AGENCY- American Express Foundation, New York, NY.
PUB DATE- Dec 90
NOTE- 124p.

(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Attendance; Dropout Prevention; Elementary School Students; Elementary Secondary Education; High Risk Students; Policy Formation; School Attendance Legislation; School Policy; Secondary School Students; *Truancy
IDENTIFIERS- Maine

This procedures manual is intended to provide guidance to Maine school officials for developing strategies and policies to assure regular attendance of students in school. Part 1 examines factors affecting school attendance, noting that the school and home may serve as enablers for the student who becomes unaccountable for attendance. These enabling factors may include the following: (1) failure to confront excessive absences; (2) acceptance of late homework; (3) establishing vague or unenforceable discipline policies; (4) attributing attendance problems to the family only, but not involving the family in the solution; (5) failure to establish school expectancies and recognition of regular attendance; and (6) setting low expectations for students. Part 2 reviews the steps to be followed in developing appropriate and effective policies. Parental support, cooperation, and active involvement, as well as community responsibility for supporting and promoting school attendance are emphasized. Part 3 examines the role of the attendance coordinator. Under current Maine law, each school unit must designate an attendance coordinator who is professionally qualified to carry out the duties. The coordinator must work with all staff and community persons to determine the causes of the irregular attendance. Part 4 provides a summary of Maine statues related to attendance. Complete sections of Maine statutes are contained in an appendix. (LLL)

ED 334 530 CG 023 547

Holekamp, Maria
Hardworking and Pleasant: The Ideal Woman as Described by Adolescents in the United States and the Philippines.
SPONS. AGENCY- Saint Louis Univ., Mo.
PUB DATE- May 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cultural Differences; Elementary Secondary Education; *Females; Foreign Countries; *Sex Role; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- Philippines

Cultural values affect both the quality and equality of women s lives on individual and social levels. Values about women s roles vary cross-culturally. This study investigated adolescents values about women s roles in the Phillipines and the United States. A tri-method study was conducted with adolescents aged 11 to 17 who attended schools in the Phillipines or the United States. First 537 participants rated the importance of 10 characteristics of the ideal woman. Second, participants drew a picture of the ideal woman doing something. Third, 49 adolescents acted as drawing interpreters. The results indicated that adolescent students from both countries described the ideal woman as hardworking, pleasant, kind, and honest. However, adolescents views differed according to gender, nationality, and attendance at public or

Rowley, Judy G.
Improving Below Grade Level Vocabulary Skills of Second Grade Students.
PUB DATE- Jun 91
NOTE- 98p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary School Students; Grade 2; High Risk Students; Low Achievement; *Poetry; Primary Education; Sight Vocabulary; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Florida

A practicum aimed to improve the basic sight vocabulary of second grade Chapter 1 students by implementing poetry activities and dictionary skills. Eight students were introduced to a new poem and 2 vocabulary words each week, for 12 weeks, receiving 45 to 50 minutes of supplemental instruction, 4 days per week. Assignments were keyed to the student s reading level. Results indicated increased vocabulary skills and improved critical thinking skills. Although context clues improved, students did not meet the expected objective. (A 14-item bibliography is attached; appendixes include a vocabulary list and a list of vocabulary words most often missed when pre-tested.) (SR)

ED 334 551 CS 010 641

Clarke, Sheryl
Strengthening the Reading Abilities of First Graders through an Intensive Phonics Program and Problem Solving Process.
PUB DATE- Jul 91
NOTE- 71p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Decoding (Reading); Grade 1; *Phonics; Primary Education; *Problem Solving; *Reading Ability; *Reading Improvement; *Reading Instruction; Thinking Skills

A practicum aimed to strengthen the reading abilities of first grade students. Objectives included having first graders: (1) strengthen phonetic and decoding skills; (2) progress to grade level in the basal reading series; and (3) master a problem solving process that would enrich critical thinking skills. Subjects, 52 first grade students, received instruction over a 12-week period which incorporated phonics instruction into the current whole language and basal approach to teaching reading, and which taught a step-by-step problem solving process. Methods, materials, and lesson plans were provided to teachers. Results indicated partial achievement of the goals. While the mastery of phonetics skills was attained, neither of the other two objectives were attained. Implementation of the practicum did provide for improvement and provided students with a positive attitude toward reading. (Five tables of data are included, and 9 appendixes containing phonics and problem-solving pretests and posttests and sample lesson plans are attached.) (SR)

ED 334 552 CS 010 642

Bollman, Betty L.

IDENTIFIERS- ERIC Digests; Writing to Learn

This digest discusses some of the ways basic skills instructors can help students become real learners. The digest argues that the "learning specialist" (a term preferable to "remedial/developmental" reading specialist) should operate from a philosophical perspective stressing strategic approaches to reading-to-learn as driven by the cognitive sciences and recent research in reading pedagogy rather than from a deficit model drawn form the diagnostic-compensatory movement. The digest discusses: (1) implementing a course simulation model; (2) using undergraduate teaching assistants; (3) using high utility strategies for immediate acceptance; (4) promoting students planning skills; (5) reconceptualizing vocabulary development; (6) training students to use strategies; and (7) using writing to develop reading comprehension and critical thinking. (RS)

ED 334 572 CS 010 711

Reading: Elementary. Special Collection Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 88p.; Also published by EDINFO Press, Bloomington, IN.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; *Beginning Reading; Computer Uses in Education; *Elementary Education; *Elementary School Students; Family Involvement; Grouping (Instructional Purposes); *Reading Aloud to Others; Reading Comprehension; Reading Diagnosis; *Reading Instruction; Reading Material Selection; Reading Writing Relationship
IDENTIFIERS- Collaborative Learning; ERIC Digests

This ERIC/RCS Special Collection contains 4 ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and 14 FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading at the elementary level. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 573 CS 212 771

Henson, Kenneth T.
Writing for Successful Publication.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 289p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC

Jane West); (8) "Luella B. Cook: A Teacher s Teacher" (Betty L. Powell Hart); (9) "Helen K. Mackintosh: Expanding the Concept of Our World" (Lisa J. McClure); and (10) "Ruth G. Strickland: Looking Back, Looking Forward" (Tracey J. Johnson). (SR)

ED 334 591   CS 212 962

Walvoord, Barbara E.; McCarthy, Lucille P.
Thinking and Writing in College: A Naturalistic Study of Students in Four Disciplines.
PUB DATE- 90
NOTE- 281p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *Critical Thinking; Higher Education; History Instruction; Naturalistic Observation; Psychology; Science Instruction; *Teacher Behavior; *Teacher Expectations of Students; *Writing Across the Curriculum; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Academic Discourse Communities; Writing Contexts

Offering insights into the effective use of writing to teach students to think like professionals in various fields, this book is the result of a 7-year naturalistic study. The book documents how a writing specialist paired with an experienced professor in another discipline (business, history, psychology, and biology) to study: (1) teachers expectations about "good" writing and thinking in each discipline; (2) the kinds of difficulties students encountered in trying to meet those expectations; and (3) how teachers methods and students strategies helped or hindered progress. Chapters in the book are: "Preview of the Book" (Barbara E. Walvoord and Lucille Parkinson McCarthy); "Research Theory and Methods" (Lucille Parkinson McCarthy and Barbara E. Walvoord); "Managerial Decision Making: Sherman s Business Course" (Barbara E. Walvoord and A. Kimbrough Sherman); "Arguing and Debating: Breihan s History Course" (Barbara E. Walvoord and John R. Breihan); "Using Social Science to Help Oneself and Others: Robison s Human Sexuality Course" (Barbara E. Walvoord and Susan Miller Robison); "Conducting and Reporting Original Scientific Research: Anderson s Biology Class" (Virginia Johnson Anderson and Barbara E. Walvoord); and "Conclusion" (Barbara E. Walvoord and Lucille Parkinson McCarthy). A primary trait analysis for Anderson s biology class, 1 table of data, and a list of 154 references are attached. (RS)

ED 334 592   CS 212 963

O Donnell, Roy C.
Structure of Doctoral Programs in English Education: A Survey.
PUB DATE- Nov 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; *Doctoral Programs; *English Curriculum; English Departments; *English Teacher Education; Higher Education; National Surveys; *Program Content; *Program Design; Program Length; School Surveys

A survey investigated the structure of doctoral programs in English education. Upon request, 24 universities (out of 36 approached) sent varying kinds of information regarding their programs, including department or program brochures, university-

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Educational Research; Higher Education; *Learning Processes; *Montessori Method; Nonverbal Communication; Perceptual Motor Learning; *Physical Activities; *Tactile Stimuli; Undergraduate Students
IDENTIFIERS- Communication Context; *Montessori (Maria)

Three theories have been proposed to explain the relationship between nonverbal behavior and cognitive learning: arousal theory, depth-of-processing theory, and muscular movement theory. The first two theories place emphasis on the role of the teacher and have been empirically tested. The third theory, muscular movement (which suggests that the physical involvement of the student will increase cognitive learning), places emphasis on the behavioral role of the student and has received less attention from empiricists. A study examined whether the use of tactile stimulation in conjunction with motor movements would enhance cognitive learning. Subjects were 41 students in an upper level communication research methods class. A lecture (dealing with operationalization, measurement, and reliability and validity) was presented to one group, and the same lecture was presented to a second group with the addition of three tactile/motor exercises. Results indicated a significant relationship between the nonverbal behavioral participation of students and cognitive learning as assessed through exam scores. Findings suggest that students who are physically involved in the content of the lecture score higher on their exams than students who only listen to the lecture even though those students receive similar examples and similar levels of immediacy. (Two tables of data are included and 33 references are attached.) (SR)

ED 334 612 CS 507 515

Molitor, Fred
How Accurate Is the Science News We Receive from the Mass Media?
PUB DATE- May 91
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Data Interpretation; Higher Education; *Mass Media Effects; Media Research; *Newspapers; *News Reporting; Scientific and Technical Information
IDENTIFIERS- Health Communication; *Journalists; Media Coverage; Research results; *Science News

One day before a health study appeared in the "New England Journal of Medicine (NEJM)" the study was reported media. A content analysis of the top 5 national newspapers examined the accuracy of this news reporting. The NEJM study found that men who took aspirin had 50% fewer heart attacks than men who received a placebo. Analysis of the original study and the news articles about the study showed that journalists did not present the research methodology correctly, and omitted and sensationalized information from both the formal study and the medical professionals they interviewed. Results also indicated that by incorrectly generalizing the results and by overemphasizing the importance of the study, journalists may have been responsible for encouraging unhealthy or even deadly behaviors. (One table of data is included; 27 references are attached.) (PRA) following sections: (1) discrimination in employment by race, sex, national origin, age, or handicap; (2) substantive constitutional rights, including speech, association, privacy, and substantive due process; (3) procedural due process, including liberty and property interests, and aspects of notice and hearings; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, unfitness, willful neglect of duty, immorality or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contract disputes; (7) tenure; and (8) certification, decertification, revocation, and suspension. (MLF)

ED 334 632 EA 022 966

White, Janet M.
Bargaining.
PUB DATE- 90
NOTE- 22p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Arbitration; *Collective Bargaining; Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; Grievance Procedures; Labor Relations; Legal Problems; Public Schools; *School Law; *School Personnel; Scope of Bargaining; Teacher Rights; Teacher Strikes; *Unions

The most significant change appearing in the collective bargaining area in 1989 was the drop in number of cases compared to recent years. The largest number of cases challenged the specifics of fair share fee level establishment and the processes in place for collection of fees. There were also a significant number of cases surrounding issues of layoff, termination, and suspension. The review addresses the following topics at the K-12 level: (1) constitutional issues; (2) recognition and representation issues; (3) rights and obligations of exclusive bargaining representatives; (4) scope of bargaining; (5) grievability and arbitrability; (6) judicial review of arbitration awards and employment relations boards rulings; and (7) strikes and sanctions. (MLF)

ED 334 633 EA 022 967

Lufler, Henry S., Jr.
Pupils.
PUB DATE- 90
NOTE- 37p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Court Litigation; *Desegregation Litigation; *Discipline; *Drug Abuse; Due Process; Elementary Secondary Education; Home Schooling; Legal Problems; Private Schools; Public Schools; *School Law; Search and Seizure; *Student Rights; Student School Relationship; Tuition

DESCRIPTORS- Change Strategies; Elementary Secondary Education; Faculty Development; Faculty Evaluation; *Incentives; Merit Pay; *Motivation Techniques; Positive Reinforcement; Recognition (Achievement); *Rewards; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *South Carolina; Teacher Incentives

The Bonus Model of South Carolina s Teacher Incentive Program rewards eligible teachers for their individual efforts. The Campus/Individual model contains two separate components. Through the Campus Plan, eligible teachers are collectively rewarded in schools that attain the School Incentive Reward Program Achievement Gain Standard or higher ranking percentile values than other schools in their district. The Individual Plan rewards eligible teachers for their individual efforts without respect to overall school performance. To be an award recipient, all candidates must demonstrate a superior record of performance in attendance, performance evaluation, self-improvement, and student achievement. Funds for the programs are allocated to each district on the basis of the number of pupils in each. A District Coordinator and a District Teacher Incentive Committee are established to facilitate effective and efficient program operations. Entry and award criteria, application procedures, award processes, recognition awards, and appeal processes for each model are outlined. Appendices A-D and E-H contain each model s suggested district management plan, expenditure guidelines, approved teacher self-improvement activities, and student achievement and productivity measures. (EJS)

ED 334 654 EA 023 119

Management by Results Model, Extended Evaluation Model, Combination Model. South Carolina Principal Incentive Program 1990-91.
PUB DATE- Jul 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Change Strategies; Elementary Secondary Education; *Incentives; Merit Pay; *Motivation Techniques; Positive Reinforcement; *Principals; Recognition (Achievement); *Rewards
IDENTIFIERS- *South Carolina

The Management by Results Model of South Carolina s Principal Incentive Program is one of three models developed to reward school principals who demonstrate superior performance and productivity. Awards are given on the basis of the achievement of objectives developed by the principal and approved by the Principal Incentive Committee as well as a "superior" or better rating on the Principal Evaluation Instrument. The Extended Evaluation Model requires that candidates demonstrate superior performance and productivity as compared to other principals in the district in addition to achieving a "superior" or better evaluative rating. The Combination Model also requires a "superior" or better evaluative rating but the principal must select either the "Exceeds Performance" or "Performance Objectives" evaluation procedure to help determine incentive awards. Outlines give details about program administration, the relationship of the Principal Incentive Program to the Principal Evaluation Model, student teacher involvement, candidate attendance, the appeal process, general fiscal information and procedures, program requirements, and

IDENTIFIERS- *Montserrat

Within the Caribbean context, the island of Montserrat included, ability grouping has been employed as the major organizational strategy to address academic deficiencies among high school students. Although no sound philosophical basis for this type of class/group organization has been enunciated, recent research has shown that students with poor achievement may have acquired learning styles or strategies detrimental to their academic achievement. This paper describes a study using the Inventory of Learning Processes instrument to assess the learning styles of grade 9 students in two different ability groups (A and B) in the Montserrat high school system. The sample comprised 47 boys and 67 girls (aged 14) drawn randomly from the grade 9 population of Montserrat s two high schools. Results indicated that ability group A students performed better at deep processing, fact retention, and methodical study, compared with their counterparts in ability group B. The sex differences that emerged indicated female superiority over males on factors associated with methodical study. Findings point to a need for designing and implementing a program for improving students learning process, especially those in the lower ability groups. (35 references) (MLH)

ED 334 675 EA 023 156

Keedy, John L.
Teacher Collegial Groups as a Teacher Self-Improvement Strategy: Implications for Instructional Supervisors.
PUB DATE- Apr 91
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Collegiality; Elementary Education; Learning Strategies; Meetings; Qualitative Research; *Self Help Programs; *Supervisors; *Teacher Improvement; *Teacher Participation; *Teacher Supervision; Teaching Conditions
IDENTIFIERS- Professionalism; *School Culture

Given the current need for collegial interaction among teachers, a teacher collegial group (TCG) was designed and implemented as a participatory structure in an elementary school. An interpretive research design was used to: (1) identify interactions occurring among the six participating teachers during TCG meetings; (2) improve the TCG meeting format and process; and (3) explore whether teachers improved their instruction through their TCG participation. Data sources included teacher interviews, a pre- and post-questionnaire, meeting transcripts, journals, field notes, and meeting assessments. The prevalent interaction category was "advice/suggestions," as opposed to such categories as "critique" and "probing." A procedure was implemented to structure teacher presentations of their game plans. All six teachers incorporated new learning programs or strategies into their classrooms. Teachers followed the meeting format and TCG process, identified year-long foci, formulated game plans, and observed their TCG colleagues. Findings regarding teacher improvement were mixed. With judicious planning and district/school support, teacher collegial groups can offer instructional supervisors an efficient alternative strategy to classroom observation. Appendices contain TCG interaction system as indicated by key indicators such as mathematics and reading scores; presents measurable numerical goals; and offers proposals for structural reform that go far beyond any in the district s plan. Three tables are included. (LMI)

ED 334 697 EA 023 187

Merrill, Andrea L.

Moving toward School Funding Equity: Implementation of HB 28. A Report to the 52nd Legislature from the Legislative Oversight Committee on School Funding Implementation.

PUB DATE- Dec 90

NOTE- 50p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Budgeting; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Revenue Sharing; *School Funds; *State Legislation; State School District Relationship; Tax Effort

IDENTIFIERS- *Montana

Montana s House Bill No. 28, an effort to equalize school funding among Montana public school districts, is described in this report. Included are: the study resolution; summary of committee recommendations; history of the school funding lawsuit and legislative reactions; explanations of elements of the new school funding mechanism, changes in revenue sources, other components of the bill, and equalization of transportation and facility funding; and related study topics. Appendices contain a chart showing the general fund structures for 1988 and 1991 and a brief paper explaining the oil and gas severance tax corrections bill. (57 references) (LMI)

ED 334 698 EA 023 188

Johnson-Howard, Debra

School Board Member Values and School District Policies.

PUB DATE- Apr 91

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Boards of Education; *Community Attitudes; Community Satisfaction; Elementary Secondary Education; *Policy Formation; *Political Attitudes; Politics of Education; Public Opinion; *Social Change; Social Values

Findings from a study to identify changes in school board political values and school district policy as a result of change in school board members following community dissatisfaction are presented in this paper. The narrow objective was to analyze change in board members political values and subsequent policy changes resulting from social change and political conflict in three geographically related school districts. The broad objective was a comparative analysis to relate policymakers political value orientations to district policy implementation. Dissatisfaction theory (Iannaccone, and Lutz, 1970) and a policy taxonomy (Mitchell, Marshall, and Wirt, 1986) framed the methodology, which included document analysis of records from 1960-89, a survey of school board members political values, and interviews with board members and district personnel. Findings indicate that

Bogdan, Robert; Taylor, Steven
Toward a Sociology of Acceptance: The Other Side of the Study of Deviance.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Antisocial Behavior; *Differences; *Disabilities; Elementary Secondary Education; Individual Differences; Models; Peer Acceptance; *Social Desirability; Social Discrimination; *Social History; Social Problems; Social Psychology; Social Theories; *Sociology
IDENTIFIERS- *Acceptance; *Deviance

This article discusses the history of the sociology of deviance and the exclusion from society of individuals who do not meet norms, and argues for a sociology emphasizing acceptance of differences on individual, group, and societal levels. Types of relationships based on mutual acceptance are discussed along with generalizations regarding the development and benefits to all parties of these relationships. Contains 17 references. (PB)

ED 334 720 EC 300 062

Newman, Lucile F.; Buka, Stephen L.
Every Child a Learner: Reducing Risks of Learning Impairment during Pregnancy and Infancy.
PUB DATE- Jan 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Weight; Child Abuse; Child Neglect; *Congenital Impairments; Drinking; Drug Use; Elementary Secondary Education; *High Risk Students; Infants; Lead Poisoning; *Learning Problems; Nutrition; *Pregnancy; *Prenatal Influences; Preschool Education; *Prevention; Smoking; Young Children

This paper synthesizes findings of major research studies on development of learning impairment and its prevention in children from birth to age 5. The paper s scope does not include children who died or suffered major retardation. The paper attempts to demystify the language of research and medicine to clarify the prevalence of health, environmental, and poverty-based risk factors; their impact on a child s ability; and ways to prevent the risk factor or ameliorate the learning impairment once it occurs. Major preventable factors associated with learning impairment are low birthweight, prenatal alcohol exposure, maternal smoking, prenatal exposure to drugs, lead poisoning, child abuse and neglect, and malnutrition: each of these factors is discussed in turn. Prevention strategies include, among others, access for all women to early and informative prenatal care, health care before pregnancy and between pregnancies, developmentally stimulating infant day care with parent involvement, school health education, and societal commitment to diminish poverty. A separately printed 3-page summary is appended. (JDD)

ED 334 721 EC 300 129

Chen, Deborah; And Others
PAVII Project (Parents and Visually Impaired Infants). Final Report, 9/85-8/88.
PUB DATE- Aug 88
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Programs; Evaluation; Family Involvement; Federal Programs; *Infants; *Intervention; *Parent Education; Play; Social Support Groups; Staff Development; *Visual Impairments

This final report describes the federally funded Parents and Visually Impaired Infants (PAVII) Project, which served 28 families in the San Francisco, California, area. The report describes assessment and intervention materials that the project developed, field tested, and disseminated. It lists the infants types of visual impairment and additional handicapping conditions, extent of project staff contact with each family, transition plans for each infant, and agencies that the project staff worked with to coordinate services. Subsequent sections highlight the main components of the PAVII Project, outlining for each component a rationale, outcomes, and what was learned from the experience. These components include: interagency collaboration, program role, parent/family role, staff development, assessments, play group, parent group, parent education meetings, and family fun days. Appendices contain program evaluation materials. (JDD)

ED 334 742 EC 300 488

Bruininks, Robert H.; And Others
Outcomes and Costs of Special Education Programs for Persons with Mental Retardation. Report #90-1.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Education Work Relationship; Efficiency; Environmental Influences; Followup Studies; *Mental Retardation; *Outcomes of Education; *Program Costs; Program Effectiveness; Secondary Education; Sex Differences; Special Education; Withdrawal (Education); Young Adults
IDENTIFIERS- Impairment Severity

This study merged and expanded data from two research databases containing information on former students with mental retardation ranging from mild (N=34) to moderate (N=78) to severe (N=86). Data were obtained from the "Benefit-Cost Evaluation Project" and the "Post School Transition Project." The subjects came from different educational environments and had been out of school for comparable amounts of time (1 to 5 years). The study assessed the costs of special education services for these samples and linked these measures to yield benefit-cost and cost-effectiveness analyses for evaluating the possible efficiency of such services in terms of post-school outcomes of young adults with mental retardation. The study concluded that: (1) environmental variables and opportunity factors played a significant role in post-school outcomes; (2) differences in outcomes were lacking between men and women; (3)

NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *Disabilities; *Eligibility; Evaluation Methods; Guidelines; *Handicap Identification; Inservice Teacher Education; Learning Disabilities; Minority Groups; Preschool Education; Program Implementation; Regular and Special Education Relationship; Special Education; *State Legislation; *State Standards; State Surveys; Student Evaluation
IDENTIFIERS- *California

The report documents the first stage of an 18-month study to determine the effectiveness of existing California legislation for identification of 3- to 5-year old children with special needs. Local service sites (N=112) responded to a questionnaire which addressed implementation of eligibility criteria at local sites, improvement of the implementation of eligibility criteria, and participant demographic data. Sixteen findings and related recommendations are presented. Recommendations include: provision of training activities to assist in the appropriate identification of preschool children; development of written guidelines specific to the identification of learning-disabled preschool pupils; use of the clinical observation/interview and judgment as well as written guidelines in determining eligibility; review of instruments and procedures used in assessment to ensure their appropriateness; avoidance of over-ethnic representation in the identification process; increased efforts to understand the values and cultures of minority groups; ongoing training to help parents reinforce classroom learning; development and implementation of a student tracking system; and retention of funding for services within special education though such services should be regarded as a regular education alternative. Major chapters cover related research, the study methodology, implementation of eligibility criteria, related findings, and the pilot study. Includes 12 references. (DB)

ED 334 762 EC 300 508

Brennan, Tim; Anderson, Frank
A Longitudinal Study of Factors Producing High School Dropout among Handicapped and Non-Handicapped Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 90
NOTE- 347p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Demography; *Disabilities; *Dropout Characteristics; *Dropouts; Ecological Factors; High Schools; *High School Students; Institutional Characteristics; Longitudinal Studies; Predictor Variables; School Districts; School Role; *Student Characteristics
IDENTIFIERS- *Colorado

This report presents findings from a multi-year project on handicapped and non-handicapped high school dropouts, including a longitudinal study of high school students in five Colorado school districts and a social ecological study to identify community characteristics which predispose a school district to high dropout rates. The longitudinal study tracked 460 students from 9th to 12th grades or until they dropped out. The ecological study examined all 177 Colorado school districts. Findings from the longitudinal study are reported for dropouts,

(141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Costs; *Disabilities; *Early Intervention; Educational Finance; Federal Legislation; *Financial Support; *Insurance; *Parent Financial Contribution; Parent Responsibility; Preschool Education
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); Medicaid

This paper considers the use of parental fees and private insurance as sources of funding for early intervention services under Part H of Public Law 99-457, the 1986 amendments to the Education of the Handicapped Act. First, relevant legislative authorities are cited including the Maternal and Child Health Service Block Grant (1981) and guidelines to relevant sections of P.L. 99-457, Part H. The role of the financial counselor on the team developing services is stressed and a full job description provided. The paper then addresses sources of payment especially private insurance; the calculation of family financial responsibility (sample forms and tables provided), illustrated by three sample vignettes; and options for implementing payment for services identifying advantages and disadvantages of six progressive levels: (1) totally free care; (2) Medicaid is charged, but not private insurance nor parents; (3) Medicaid and private insurance are charged, and parents may need to pay for deductibles and co-insurance; (4) Medicaid and private insurance are charged and parents are charged for deductibles and co-insurance on a sliding scale; (5) Medicaid, private insurance, and clients are charged on a sliding fee scale; and (6) Medicaid, private insurance, and clients are charged on a sliding fee scale and parents have the additional option of paying privately for additional services. (DB)

ED 334 782 EC 300 528

Clifford, Richard M.
State Financing of Services Under P.L. 99-457, Part H.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 23p.; For related documents, see EC 300 526-527.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Case Studies; Compliance (Legal); *Disabilities; *Early Intervention; Educational Finance; Educational Legislation; Federal Aid; Federal Legislation; Financial Support; National Surveys; Preschool Education; Program Development; *Program Implementation; *State Aid
IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This paper describes funding mechanisms used in six states to implement early intervention services under Public Law 99-457, Part H, of the Education of the Handicapped Act Amendments (1986). An introduction reviews surveys of state progress in implementing the law s financial provisions. The six case studies present examples of successful implementation practices and are based on site visits, phone interviews, and examination of state documents. A comparison is made of use of six funding sources (e.g., Medicaid and private insurance) and the reliance, by most states, on only one or two funding sources is noted. The variety of funding approaches used are briefly intelligence and discrepancies existing between actual achievement levels and projected achievement levels in mildly handicapped resource room students in Arkansas. Twenty-seven students had been identified as learning disabled and 19 as mildly mentally retarded. Subjects each received approximately 1 hour per day of remedial instruction in a resource room setting. Subjects were individually administered the Wechsler Intelligence Scale for Children--Revised and the Wide Range Achievement Test--Revised prior to placement in the resource room program and at the completion of approximately 3 years in the program. Major findings included: the mean intelligence quotient did not change significantly in the learning-disabled group though it changed in a positive direction for the mentally retarded group; discrepancies decreased between groups with remediation in reading and spelling; discrepancy in arithmetic between the two groups increased, with the mentally retarded group showing less discrepancy in arithmetic, the only area of significant improvement for either group; for the total group, reading achievement was the area most affected by remediation, but in a negative manner; and for the total group, variability in scores was greatest in arithmetic achievement. Appended are the formulae used in the regression model computer program. Includes five references. (DB)

ED 334 802 EC 300 548

Viele, Elizabeth; Hertel, Victoria
Procedure Guidelines for Health Care of Special Needs Students in the School Setting.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. Div. of Special Education Services.
PUB DATE- 88
NOTE- 300p.; Pages 248 and 249 are not readable.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; Competence; *Disabilities; Elementary Secondary Education; *Health Services; *Medical Services; Nursing; *Special Health Problems

This manual presents detailed instructions for delivering health care services to students with special health needs within the school setting. Individual chapters address the following areas: dressing; vital signs; height and weight; fluids/nourishment; medications; oxygen and use of the respirator/ventilator; suctioning; respiratory therapy; urinary tract care; bowel and bladder care; applying dressings; use of warm and cool applications; personal hygiene; decubitus ulcers; positioning; exercises; ambulation; casts, braces, and prostheses (observation, alignment, functioning); intake/output; specimen collection; specimen testing; care of equipment; and charting. Information provided for each area includes indication of school personnel who can appropriately provide the care, training needs, and procedures (usually including purpose, equipment, general principles, precautions, and specific steps). Appendixes provide: a listing of technical skills needed to meet health care needs by area; criteria and competencies of persons providing health services; and instructions for handwashing and handling body fluids. (DB)

ED 334 803 EC 300 549

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Desktop Publishing; *English (Second Language); Graphic Arts; *Illustrations; Instructional Materials; *Layout (Publications); *Material Development; *Teacher Developed Materials

The guide for teachers of English as a Second Language offers practical advice on the format and layout of instructional materials they produce using desktop publishing technology. An introductory section discusses important design considerations for producing effective materials. Subsequent sections describe how to: organize ideas; outline the text; choose an overall style; design the page; select a type design and page format specifications; organize text for visual effect; select or write text; and choose illustrations. Samples of materials are provided, including a glossary, a map, a chart or graph, simple text, a lesson page, and a page from a student-designed book. (MSE)

ED 334 824 FL 019 270

Davis, Margaret, Ed.; O Brien, Maryann, Ed.
Common Competencies: The Promise of Linguistic/Cultural Diversity.
PUB DATE- Sep 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Administrator Education; *Administrator Qualifications; Cultural Differences; *Cultural Pluralism; Curriculum Development; Educational Philosophy; *Educational Strategies; Humanities; Inquiry; Intergenerational Programs; International Educational Exchange; *Limited English Speaking; Peer Teaching; Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Skills; Tutorial Programs
IDENTIFIERS- *Language Minorities

This publication is intended for mainstream teachers and school administrators involved in the education of language minority students, and describes professional competencies necessary to capitalize on the linguistic and cultural strengths inherent in a culturally diverse population. The materials included are designed for both training and evaluation of current practice. An introductory section outlines the educational philosophy and principles underlying the booklet s content and intent. The second section provides information that may help in understanding the process and the difficulties of second language acquisition. Section three discusses the role of the teacher and administrator in the process of acculturation, at both social and linguistic levels. The fourth section offers vignettes of a variety of effective teaching techniques and strategies. Some give insight into a teaching moment, and others describe complex and carefully designed programs. Topics include: enriching the study of humanities; using cross-generational interviewing; engaging the student s interest and acceptance; investigation-based science instruction; peer tutoring in a writing center; bringing culturally diverse students together to share experiences; and keeping student attitudes positive. The final section provides a list of

ED 334 350   CE 057 379

Matulis, Janet K.; Osborne, Edward W.
Attitudes, Perceptions, and Guidance Practices of Illinois Guidance Directors Concerning Vocational Education in Secondary Schools.
PUB DATE- 30 Nov 90
NOTE- 9p.; Paper presented at the National Agricultural Education Research Meeting (17th, Cincinnati, OH, November 30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF0 ‘PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; Course Selection (Students); Declining Enrollment; Educational Change; Enrollment Influences; *Guidance Personnel; *Guidance Programs; High Schools; Vocational Directors; *Vocational Education
IDENTIFIERS- Illinois

Guidance directors attitudes, perceptions, and guidance practices concerning vocational education in comprehensive secondary schools in Illinois were investigated. The study also investigated the relationships among these and selected school/personnel demographic variables. The research design was descriptive. A total of 222 participants (from a sample of 253) completed a 5-part questionnaire. Data were analyzed using frequency distributions, percentages, means, standard deviations, analysis of variance, t-tests, correlational analysis, and multiple regression analysis. Nine conclusions were reached: (1) guidance directors have positive attitudes toward vocational education; (2) they have divided perceptions of vocational education; (3) departmental guidance practices are positive; (4) graduation requirements and parents reluctance for their children to take vocational coursework have contributed to enrollment difficulties; (5) graduation requirements and scheduling conflicts with academic courses have a negative impact on vocational programs; (6) enrollment of their own children in a vocational program has a positive influence on guidance directors attitudes; (7) experience in teaching vocational courses has a positive impact on directors attitudes; (8) specific vocational requirements are more positive than when courses are chosen from a group; and (9) the more positive the director s attitude toward vocational education, the more positive the department. (13 references) (NLA)

ED 334 351   CE 057 398

Redding, Richard E.
Training American Businessmen To Meet the Psychological Challenges of International Negotiation.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Beliefs; Business; *Business Communication; Business Education; Cognitive Psychology; Cognitive Structures; Communication Problems; Decision Making; Group Dynamics; *Intercultural Communication; International Communication; *International Trade; *Professional Development; *Professional Training; *Psychological Characteristics; Psychological Studies; Social Psychology
IDENTIFIERS- *Negotiation Processes

The literature on psychological factors affecting the process of

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Adult Literacy; Curriculum Development; *English (Second Language); Foreign Countries; *Grammar; *Independent Study; Self Evaluation (Individuals); Worksheets
IDENTIFIERS- England

The place of formal grammar teaching is of secondary importance to developing a personally relevant context for students to practice the language and explore their personal experience. Grammar is essential for mastery of a language. However, the few materials available are not user friendly. Therefore, British tutors developed a bank of resources and procedures for mixed-level groups on formal English grammar in the English for speakers of other languages classroom. The grammar bank was designed to: (1) meet students needs at most learning levels; (2) be useful for self-directed learning; (3) enable easy assessment; (4) be user friendly; (5) be easy to understand, with instructions included; (6) provide a low-cost resource; and (7) be "adult" and build on skills that students already have. The grammar bank consists of self-access worksheets that cover a number of specific grammar areas. There are worksheets for each area, from simple to advanced: (1) simple and continuous tense; (2) perfect tenses; (3) article, prepositions, nouns, adjectives, adverbs, and sentence structure; and (4) phrasal verbs, common expressions, and conditional tenses. A self-assessment checklist enables students to focus on their progress. The grammar bank saves time, improves grammar awareness, is student centered, provides back-up for classroom instruction, provides relevant exercises, and is popular with students. (Three references and examples of grammar bank materials are included.) (NLA)

ED 334 371 CE 058 386

Paul, Marianne
When Words Are Bars. A Guide to Literacy Programming in Correctional Institutions.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Skills Development, Toronto.
PUB DATE- 91
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Community Programs; Community Resources; *Correctional Education; Curriculum Development; Educational Resources; Foreign Countries; Intergenerational Programs; *Literacy Education; *Prisoners; *Program Development; Reading Instruction; *Teaching Methods
IDENTIFIERS- Family Literacy

This five-chapter guide for coordinators of community-based literacy groups working with prisoners is illustrated with prisoners drawings. The first chapter examines issues affecting learning behind bars. Topics covered include similarities to and differences from other programs, respecting the learner s culture, links between poverty and literacy and poverty and jail, statistical findings, and the effects of the prison environment on learning. Chapter 2 discusses the role of the community, including examining fears and stereotypes, reintegration into society, community volunteers roles, how prisoners learn from community tutors, and how the community

PUB DATE- Jun 89
NOTE- 58p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Electric Circuits; *Heating; Measurement Equipment; Occupational Safety and Health; Refrigeration; Refrigeration Mechanics; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- Mississippi

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: heating and air conditioning I and II. The first course contains the following units: (1) orientation; (2) safety; (3) refrigeration gauges and charging cylinder; (4) vacuum pump service operations; (5) locating refrigerant leaks; (6) copper tubing; (7) soft soldering procedures; (8) silver brazing; and (9) meters. The second course contains the following units: (1) orientation; (2) safety; (3) electric circuits and controls, part 1; (4) electric circuits and controls, part 2; (5) domestic refrigeration and freezers; (6) commercial systems; (7) commercial condensers; (8) commercial evaporators, part 1; (9) commercial evaporators, part 2; and (10) commercial motor controls. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 392   CE 058 407

Standardized Curriculum for Home Economics (Enrichment).
PUB DATE- 88
NOTE- 166p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Child Development; Child Rearing; Clothing; Community Resources; Competency Based Education; Consumer Economics; Consumer Education; *Core Curriculum; Credit (Finance); *Curriculum Enrichment; Family Health; Family Relationship; Food; Health; *Home Economics; Home Management; Housing; Individual Development; Individual Needs; Interior Design; Life Style; Marriage; Money Management; Nutrition; Occupational Safety and Health; Parenthood Education; Peer Relationship; Physical Fitness; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- Mississippi

Standardized vocational education titles and core contents are provided for 10 home economics courses offered in Mississippi: (1) living skills; (2) exploratory home economics; (3) consumer homemaking I; (4) child care; (5) clothing and textiles; (6) consumer education; (7) family living and parenting; (8) family/individual health; (9) foods and nutrition; and (10) housing. Each course contains a number of units consisting of these components: objectives, with core/essential objectives

IDENTIFIERS- *England (West Midlands)

A project was conducted in Dudley Metropolitan Borough in the West Midlands, England, to determine needs for engineering training in the face of declining industry and to halt the decline in industry and enrollment in the three colleges in the area. A project leader was chosen and a team trained in 3 weeks of workshops on market research, training needs analysis, and consultancy skills. The team visited small companies in the area, interviewed managers, and observed in the factories. The most important outcome of the project was the development of staff skills. The needs identification process was carried out in a variety of companies, and many training needs were exposed, especially in supervisory practices. The team also found that skill shortages were real, but that small companies had trouble providing training because of cost and lack of expertise. The staff became capable of acting as training consultants and designed training packages to meet identified needs and delivered at times suited to the clients, in the colleges or jointly with the companies. The project concluded that more marketing of college training programs is needed. (Case studies of several companies are included in the report. Appendixes include examples of pilot programs and a glossary.) (KC)

ED 334 413 CE 058 438

Waters, Sue; Winterstein, Mani

The Right Person for the Job. Using Occupational Testing To Improve Recruitment and Selection.

PUB DATE- 91

NOTE- 51p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Business Administration; Curriculum Development; Employment Interviews; Employment Practices; Foreign Countries; Higher Education; Marketing; Needs Assessment; *Occupational Tests; *Personnel Selection; Psychological Testing; *Psychometrics; *Recruitment; *Small Businesses

IDENTIFIERS- *England (London)

A study was conducted to determine the extent to which psychometric testing (the measurement of various aspects of human behavior, such as ability, personality, or interests, using psychological tests) is used in the recruitment practices of small businesses. The project also developed a course consisting of five modular units covering the process of selection and recruitment and marketed the course to small businesses and colleges. Data were gathered through a survey developed for the project and mailed to 1,980 organizations employing more than 10 people in the London, England, area; 183 usable questionnaires were returned. The survey found that interviewing was the selection method most often used. Testing was not widely used: about 30 percent of respondents used ability or personality tests, whereas 58 percent used performance tests. Twenty-five percent of respondents wanted to improve their recruiting techniques, but lack of resources or institutional barriers prevent them. Companies expressed a demand for three services offered by the project: training in recruitment skills, training in all aspects of testing, and consultancy with individual companies. Recommendations were made in the areas of needs assessment, marketing, consultancy, and developing pilot courses for businesses. (Appendixes include a list of project steering committee members, the survey letter and questionnaire, course materials, press regulations governing the NWLP so that the Department of Education can determine the value of programs. The discussion of evaluation focuses upon the relationship of the evaluation of workplace programs to the original criteria that the Secretary of Education used to evaluate applications for establishing programs in the first place. A table presents the criteria used to evaluate proposals, reworded and rearranged to emphasize their use in preparing an evaluation report of a program once it has been funded and implemented. These criteria specify, in outline, what a well-designed and operated workplace literacy program would look like. The paper discusses the following topics: purpose of the NWLP, the relationship of literacy ability to productivity, the relationship of program design and development to evaluation, using the criteria in program evaluation, the need for data on program effectiveness, measuring the outcomes of learning, measuring improvements in productivity, and developing an attitude for inquiry. The paper lists 4 references and 10 resources. (KC)

ED 334 432 CE 058 492

Echternacht, Lonnie, Ed.
A Global Look at Business Education. National Business Education Yearbook, No. 29.
PUB DATE- 91
NOTE- 196p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Community Colleges; Comparative Education; *Curriculum Development; *Developed Nations; Educational Needs; *Foreign Countries; *Global Approach; Higher Education; High Schools; International Education; *International Programs; International Studies; Marketing; Program Development; Program Implementation; Two Year Colleges
IDENTIFIERS- Ball State University IN; Illinois State University; Taiwan; United Kingdom; USSR

This yearbook has 18 chapters written by selected experts on business education and the international scene. The chapters are organized into four parts. Part I, "Global Perspectives in Business Education," includes two chapters: "Internationalizing the Business Education Curriculum" (LaNeta L. Carlock); and "The International Marketplace" (Jo Behymer). The following six chapters are included in Part II, "Developing an International Business Education Program": "Building Support for an International Business Education Program" (Carolyn Hagler, Sharon Abbott); "Marketing the International Business Education Program" (Wanda Blockhus, G. W. Maxwell); "Methods of Internationalizing Basic Business and Economics Courses" (Thomas B. Duff); "Methods of Internationalizing Business Communications Courses" (Bobbye J. Davis, Donna H. Redmann); "Methods of Internationalizing Information Processing Courses" (Roy W. Hedrick); and "Methods of Internationalizing Business Management Courses" (Chuck Coligan). Part III, "Internationalizing Business Education Programs: Strategies and Organization," contains two chapters each on the secondary, community college, and university levels of business education: "What in the World Is Going on in Toledo, Ohio?" (Sandra Kruzel, Edward Chavez); "Integrating International Business Topics at the Secondary Level" (James H. Beistle); "The International Business Education Program at Central Piedmont Community College" (Richard K. Zollinger, Judith F. Patterson);

IDENTIFIERS- *Oklahoma

The Vocational Inservice Program (VIP) for Public School Counselors in Oklahoma apprised counselors of the role of career development, vocational guidance, and vocational education and raised their awareness of the resources and opportunities available to them and their students. VIP was composed of three 2-day workshops that offered training for 16 comprehensive high school counselors. A pretest-posttest design was used, with an instrument developed for the study. The instrument consisted of 40, five-point Likert-scaled items followed by five open-ended questions about program expectations (pretest) or program outcomes (posttest). Results showed that VIP had a positive impact on the participants perceptions with regard to career development, vocational guidance, and vocational education. Significant changes were found in counselors perceptions about scheduling on and skills obtainable through vocational education, support and resources available, student career planning, and counselor role. (Thirteen references and two appendices are included: (1) Vocational Inservice Program for Counselors Workshops Pre-Workshop and Post-Workshop Surveys; and (2) VIP for Counselors Workshops Post-Workshop Survey.) (NLA)

ED 334 452 CE 058 544

Grubb, W. Norton; McDonnell, Lorraine M.
Local Systems of Vocational Education and Job Training: Diversity, Independence, and Effectiveness.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Community Coordination; *Community Programs; Educational Cooperation; Employment Programs; Federal Programs; *Job Training; Models; Network Analysis; *Networks; Postsecondary Education; Secondary Education; Systems Analysis; *Systems Approach; *Vocational Education
IDENTIFIERS- California (Fresno); California (San Jose); Florida (Jacksonville); Florida (Miami); Iowa (Des Moines); Iowa (Sioux City); Pennsylvania (Philadelphia); Pennsylvania (Scranton)

A study examined local work-related education and training institutions from a system perspective. Information was obtained through field interviews of staff and administrators in secondary education, community colleges and technical facilities, and Job Training Partnership Act (JTPA) and similar programs, as well as record data from eight communities in four states: Fresno and San Jose, California; Jacksonville and Miami, Florida; Des Moines and Sioux City, Iowa; and Philadelphia and Scranton, Pennsylvania. The study found that many of the same types of programs, with similar purposes and strategies, exist in all the communities studied. However, some newer programs, such as work-for-welfare programs, vary considerably from place to place. The relationships among different education and training institutions, rather than their individual identities, create local systems of work-related education and training. Surprisingly little duplication and competition were found. The study derived a standard model and three variants in the divisions of programs in the communities. In the standard model, a dense network of

Act and the Senior Community Service Employment Program. Surveys show that older employees receive a smaller share of on-the-job training and outside courses than do younger workers. Eligibility requirements also restrict the numbers of midlife and older persons who participate in publicly funded programs. Two issues influence the low participation rate: older workers trainability and the economic payoffs from training. Although employers rate older workers highly in terms of dependability, loyalty, and commitment, they are less positive about their ability to learn new skills. They also question whether the individual will stay on the job long enough to make training pay off. Older adults themselves often accept these negative stereotypes. However, both research and practice show that deterioration of cognitive processes is by no means universal. Some studies have shown that older workers can adjust to new technology, can perform nearly as well as younger counterparts, and stay on the job longer, improving the return on investment in their training. As more older individuals continue to have successful experiences in training and in the work force, these issues and negative stereotypes will dissipate. (SK)

ED 334 471   CG 023 486

Berson, Ilene R.
Neuropsychology in the Schools: Implications for School Psychology.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Training; Educational Diagnosis; Elementary Secondary Education; *Learning Disabilities; *Neuropsychology; *School Psychologists; Student Evaluation

The incidence of neurologically impaired students in the classroom may continue to increase as advances in medicine contribute to the survival of children suffering from severe trauma. Inclusion of neuropsychological principles into a psychological evaluation provides a comprehensive synthesis of cognitive, sensorimotor, and emotional elements of behavior which may provide valuable information concerning the etiology of learning deficits. School psychologists who engage in neuropsychological assessment should receive training in basic neuropsychological development. The neuropsychological abnormalities most often seen in children with learning disabilities are not gross deviations but rather fine, subtle, and minor symptoms, including minor coordination difficulties, minimal tremors, motor awkwardness, visual-motor disturbances, deficiencies or abnormal delay in language development, and difficulty in reading and arithmetic skills. Because the student s neurological system is not yet mature and is continually changing, it is often very difficult to differentiate between a lag in maturation and a dysfunction of the central nervous system. Knowledge of neuropsychological development may assist school psychologists in the selection of assessment instruments, interpretation of test results, and appropriate referrals. By integrating neuropsychological insights into a more comprehensive conceptualization of the challenges of functioning in a school setting, school psychologists may supplement their methods for understanding children and improve the provision of services to children. (LLL)

The personnel professionals, who represented major corporations, government agencies, and public schools, filled out a questionnaire regarding preferences for resume content, ratings of sample resumes style and format, overall rating of resume style, and whether an applicant would be invited for an interview based on resume style. The results of the study indicated that the following factors were not used as criteria for screening applicants out of the hiring process: (1) omission of, or a low or average grade point average; (2) extensive education in an unrelated field; (3) prior employment length of less than one year; and (4) color of resume paper. Factors used to screen an applicant in for an interview were: directly related work experience (but not unrelated work experience); information in a related capabilities section; and information about awards, honors, and memberships. Misspelling and poor grammar, a resume of two pages or longer, and handwriting the resume were factors that would usually screen the applicant out of the hiring process. (ABL)

ED 334 491 CG 023 506

Everett, Susan M.
Crisis Management in Schools.
PUB DATE- Mar 91
NOTE- 76p.; Master of Education requirements, Colorado State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counselor Role; *Crisis Intervention; *Elementary Secondary Education; *Policy Formation; School Counselors; School Policy
IDENTIFIERS- *Crisis Management

Crisis management in the schools is discussed in this position paper. These topics are addressed: the origins of crisis intervention in the schools; the effectiveness of the crisis team approach; establishment of the crisis team; primary components of existing crisis intervention plans; and the role of the school counselor in crisis intervention. Based on a literature review and personal experience the following recommendations are made: (1) more research is needed to determine which crisis intervention procedures are effective; (2) the crisis management plan should be applicable to a variety of tragic incidents; (3) the crisis plan should have responsibilities designated to specific people so that it can be executed without delay; (4) documentation and recordkeeping forms need to be developed and published; (5) schools must train and utilize their staffs more effectively; (6) peer counselors should not lead group discussions during the aftermath of a crisis; (7) suggested methods of notifying people about the tragedy need to be improved or revised; (8) every school building should have a trained spokesperson; (9) the media should be denied access to the school building during a crisis; (10) school districts could easily be better prepared for dealing with emergency or violent situations; (11) evaluation procedures and accompanying forms need to be developed; and (12) all school counselors should participate in assisting students during a crisis. (ABL)

ED 334 492 CG 023 507

Beaver, Jodie L.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Experiential Learning; *Sex Differences; Skill Development

This study investigated gender differences associated with experiential learning. The data come from two studies of general management level men and women. The first, conducted between 1981 and 1984, involved 189 men and 2 women, and utilized interviews and questionnaires. In 1984-85, a second study interviewed 76 women. In each study, managers were asked to report key events that influenced them as managers. Even though these men and women were at similar organizational levels when interviewed, the differences in the learning they most frequently reported suggests the women were focused on discovering who they were as individuals in these organizations, on finding their niche, and on integrating self with environment. The men appeared to be focused on the mastery of more specific business skills. These differences may be due to women having less organizational experience and not having as clear an idea about the criteria for a good manager. The impact of these factors may be enhanced by the isolation women feel, especially at higher levels of management. Factors such as organizational experience, newcomer or minority status, the need to define sex-role appropriate behavior, isolation, and discrimination create a working environment more complex in its challenges for women. A comparative analysis of the key developmental events emerging from this study is included. (LLL)

ED 334 512 CG 023 527

Parrot, Andrea
Do Rape Education Programs Influence Rape Patterns among New York State College Students?
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (33rd, Minneapolis, MN, November 1-4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Counseling Services; Higher Education; Prevention; Program Effectiveness; *Rape
IDENTIFIERS- *Acquaintance Rape; New York

This study examined the differences in patterns of college student reports of rape and the availability of educational programs among college students. College students (N=994) from 26 colleges and universities in New York State were studied to determine the extent of forced sex and rape experiences. Additionally, they were studied to determine if they had participated in any rape prevention or awareness presentations, workshops, seminars, or other educational experiences. Administrators and counselors on each campus were also asked about what type of rape prevention programs were available to students. Students in at least one third of the participating schools did not have any information on acquaintance rape available to them, and at 70% of the campuses, no staff were trained to help students deal with the after effects, or to legally report an acquaintance rape. Even fewer campuses provided programs for victims than provided general information to their student body on acquaintance rape. The same seemed to be true regarding programs for perpetrators. Most campuses did private schools. The meaning of the responses was elucidated by the qualitative study in which adolescents interpreted drawings of women cooking and working in offices. Women working in offices in the Phillipines were described as rebellious, untidy, sexy, and beautiful. Girls emphasized women working in non-traditional roles, having a good job, and achieving; they also valued the personal characteristics important to work success, including being intelligent and responsible. Attachments include 5 tables and 10 figures. (19 references) (ABL)

ED 334 531 CG 023 548

Kerschenbaum, Nancy J.; Miller, Rowland S.
Predicting Susceptibility to Embarrassment: Social Skill versus Social-Esteem.
PUB DATE- Aug 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Behavior Theories; College Students; Evaluation; Higher Education; *Interpersonal Competence; Predictor Variables; *Self Esteem; Self Evaluation (Individuals); Social Behavior
IDENTIFIERS- *Embarrassment

The precise events that cause embarrassability (a chronic susceptibility to embarrassment) have yet to be fully understood. Some theorists argue that embarrassing circumstances cause an acute concern for the manner in which one is being evaluated by others. Other theorists argue that maladroit interaction is the only necessary cause of embarrassment. College students (N=310) provided extensive self-reports of social skill, fear of negative evaluation, self-esteem, self-consciousness, shyness, and negative affectivity. Embarrassability was substantially, positively correlated with fear of negative evaluation, motive to avoid exclusion, and approval motivation. In general, the greater one s concern was about disapproval and rejection from others, the greater one s desire was to be liked and accepted by others, and the greater one s susceptibility was to embarrassment. Generalized concerns for social-esteem were clearly related to embarrassability. However, a global measure of social skill was entirely unrelated to embarrassability. Skill at adept interaction was linked to embarrassability as well. This result clearly supports an awkward interaction model. Highly embarrassable people are particularly concerned with doing the right thing, but are less confident that they can do it, than are people who are less embarrassable. Altogether, however, concerns for social-esteem seem the stronger influence on embarrassability. The most effective intervention for ameliorating excessive embarrassability is likely to be one that reduces a person s apprehension about what others are thinking of him or her, rather than one that teaches basic social skill. (LLL)

ED 334 532 CG 023 549

Miller, Rowland S.; Fahey, Denny E.
Blushing as an Appeasement Gesture: Felt, Displayed, and Observed Embarrassment.
PUB DATE- Aug 91

Improving Spelling in the Low Level Reader through Computer-Aided Instruction and Computer-Managed Instruction.
PUB DATE- Jul 91
NOTE- 104p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Grade 3; Low Achievement; Primary Education; *Reading Improvement; Spelling; *Spelling Instruction
IDENTIFIERS- Sucher Allred Word Recognition Test

To raise the spelling test scores of the lowest-level readers and poorest spellers in a third grade class, a practicum developed and implemented a spelling improvement program. Various strategies were implemented to allow for different learning modalities. Multi-sensory activities, computer managed instruction, and computer assisted instruction were used to reinforce letter-sound relationships and improve contextual understanding of the words. Improved reading scores as a by-product of spelling improvement was measured. The Sucher-Allred Word Recognition Test as a pre- and post-test measured reading growth. Results indicated increased achievement in spelling for 100% of the target group. Reading advancement was measurable in 4 of the 8 students, while areas of growth were measurable in the other 4 students. Increased understanding and experience with spelling words had a definite impact on the success of the target students spelling. (Twelve references and 6 appendixes--containing unit cloze paragraphs, unit crossword puzzles, unit word searches, the word recognition test, student research scores, and a software evaluation form--are attached.) (Author/SR)

ED 334 553 CS 010 643

Rabin, Annette T.
Selecting Literature for the Whole Language Classroom: What Factors Should We Consider?
PUB DATE- May 91
NOTE- 6p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Elementary Education; Evaluation Criteria; Nonfiction; *Readability; *Reading Material Selection; *Whole Language Approach
IDENTIFIERS- Text Factors

Although whole language teachers say they no longer consider readability evaluation (in the sense of measuring word and sentence length) in the selection of literature for their classrooms, they do have criteria for matching the readers or prospective readers in their classroom to literary materials. Teachers in whole language classrooms see the following factors as being important to the readability of the literature which they select: (1) print size; (2) illustrations; (3) repetition; (4) vocabulary; (5) predictability; and (6) interest. Nonfiction reading materials can also be evaluated for typographic clues (bold type or italics), presence of graphs and charts, and a variety of other aids to comprehension and clarity. (RS)

ED 334 554 CS 010 644

Information Analysis Products (071)
DESCRIPTORS- *Faculty Publishing; Publishing Industry; *Scholarly Journals; *Writing for Publication; *Writing Improvement; *Writing Skills
IDENTIFIERS- Scholarly Writing; Stylistics; Writing Style

Arguing that becoming a successful author requires the ability to write simply, clearly, and forcefully, this book provides practical suggestion for clear and forceful professional writing. Chapters include: (1) "Why Write"; (2) "Finding Topics"; (3) "Getting Started"; (4) "About Style"; (5) "Organizing Articles"; (6) "Using Journals, Libraries and Surveys"; (7) "The Most Common Errors (In Journal Writing); (8) "Communicating with Journal Editors": (9) "Questions Beginners Ask"; (10) "Getting Book Contracts"; (11) "Business Writing"; and (12) "Beyond Luck: Planning for Success." (RS)

ED 334 574 CS 212 844

Harrison, Suzan
Valuing Writing: Students and Their Portfolios.
PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Higher Education; *Portfolios (Background Materials); *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Instruction
IDENTIFIERS- Eckerd College FL

Eckerd College in Florida has instituted portfolio assessment in writing classes, a method which invites students to engage in learning on a variety of levels. Portfolios encourage students to consider the responses of various readers in their revision processes, claim ownership of their writing, review the papers they have written in college, decide which ones they think are best, and articulate their writing strengths. Students annotations in their portfolios provide a rich illustration of student learning, offer examples of the intricate intersection between context and cognition, and demonstrate some of the meaningful rhetorical acts students construct in the process. Students annotations demonstrate numerous cognitive tasks which are outside the province of standard assessment exams, such as a well-developed consideration of their readers and of the context in which their writing will be read, the development of a highly individualized philosophy of writing, and articulations of their learning. (Four questions for future research are attached.) (SR)

ED 334 575 CS 212 867

Models, Methods, and Movements: The Multi-Faceted Writing Center: Selected Proceedings of the Annual Conference of the Midwest Writing Centers Association (31st, Clayton, Missouri, October 20-21, 1989).
PUB DATE- Oct 89
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

wide graduate bulletins, and explanatory letters. Results indicated great diversity, allowing only broad generalizations in profiling such programs. Some programs focus on preparing scholars to take leadership roles in the area of Secondary English Education; others cover the broadly defined area of Language Arts Education at all grade levels. To some extent, program titles reflect this diversity. Programs are similar in their admission requirements, but differ greatly in the number and kinds of courses offered. There are both similarities and differences in required examinations and in the structure of committees. All require students to pass examinations or write papers to demonstrate scholarly potential before admission to candidacy for the degree, and all require students to write and defend a terminal project, usually called a thesis or dissertation. Time allowed for completion of all degree requirements varies from as few as 7 to as many as 10 years. Some universities offer only the Ph.D. degree; others offer only the Ed.D.; others offer both degrees. There is no single feature that distinguishes all Ed.D. degree programs from all Ph.D. degree programs, but institutions that offer both generally make distinctions in matters such as length of continuous residence, specific courses, and the kind of dissertation expected. (An appendix lists universities included in the survey.) (SR)

ED 334 593 CS 212 964

Flower, Linda; And Others
Making Thinking Visible: An Introduction to Collaborative Planning. Revised .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 72p.; For a collaborative planning casebook, see CS 212 965.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; Classroom Techniques; *Cognitive Processes; Elementary Secondary Education; Postsecondary Education; *Teaching Methods; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Collaborative Inquiry; Collaborative Learning; *Collaborative Writing

This project book, part of a set of materials written by the members of the Making Thinking Visible Project, reflects the discoveries of 30 elementary, high school, college, and community teachers collaborative inquiry into students thinking and the process of classroom observation and reflection. The document explains collaborative planning--a writing strategy that helps students develop a piece of writing by discussing key rhetorical considerations with a partner--and suggests ways that teachers may want to use this technique as part of the way they teach writing. The document has four sections: (1) Defining "The Making Thinking Visible Project"; (2) Introduction to Collaborative Planning; (3) Initiating Collaborative Planning: Some Practical Suggestions for Designing a Class; and (4) Classroom Inquiry: An Introduction to Research Based on Observation and Reflection. Objectives and goals, benefits and limitations, teaching strategies, teaching methods, and principles of collaborative planning are discussed in detail. Three figures are included; lists of the project members are attached. (PRA)

ED 334 613 CS 507 516

Kearney, Patricia; And Others
An Attributional Analysis of College Students Resistance Decisions.
PUB DATE- May 91
NOTE- 53p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *Classroom Communication; Classroom Environment; Classroom Research; Communication Research; *Compliance (Psychology); Higher Education; *Resistance (Psychology); Student Behavior; Teacher Behavior; *Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- *Communication Strategies; Compliance Gaining Strategies; Problem Ownership; *Teacher Immediacy

A study examined college students resistance decisions in the classroom. Initial validation tests of the resistance typology developed by N. Burroghs, P. Kearney and T. Plax (1989) confirmed the existence of all 19 resistance categories. Further analyses indicated that the categories could be meaningfully reduced to two dimensions: Teacher-Owned (teacher is at fault) and Student-Owned (student assumes responsibility) techniques. Relying on attribution theory and problem ownership, the centrality of teacher immediacy was tested as the primary attribute for the resistance decisions of 100 undergraduate students enrolled in 4 introductory communication classes at a large western university. Results indicated that students reported a greater likelihood of using teacher-owned techniques with nonimmediate teachers and student-owned strategies with immediate teachers. Neither teachers compliance-gaining strategy type (prosocial/antisocial) nor students gender contributed to students resistance decisions. Results were explicated further with the triangulation of qualitative data. Findings suggest that teachers should practice verbal and nonverbal immediacy behaviors with their students. (Forty-four references and 6 tables of data are attached.) (Author/PRA)

ED 334 614 CS 507 517

Strover, Sharon
Popular Media and the Teenage Sexual Agenda.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Audience Analysis; *Audience Response; *Films; *Mass Media Effects; Media Research; Popular Culture; Secondary Education; *Sexuality
IDENTIFIERS- *Music Videos; *Sexual Attitudes

A qualitative study examined how teenagers react to and interpret certain popular media messages. In addition it explored the relationship between content containing various sexual messages and teenagers responses to those messages, with particular attention to the critical abilities this audience exhibits.

Cases involving searches of public school pupils in order to obtain evidence of drug sales or use, and litigation challenging the punishments meted out to students found with drugs, continued to occupy the attention of courts in 1989. Also continuing a trend seen in previous years, religion-based challenges to state regulation of both home instruction and small private schools generated a high volume of cases. Finally, in the desegregation area, conflicting decisions again were issued by federal courts of appeal regarding the standards that lower courts should use in deciding if school districts had attained "unitary status." Cases are discussed under the following sections: (1) public school assignment, tuition, transportation, home instruction, and compulsory attendance; (2) private and parochial schools; (3) substantive rights of students, including search and seizure, and First Amendment religious and freedom of expression rights; (4) sanctions for student misconduct, including suspensions, expulsions, and corporal punishment; (5) bilingual and bicultural programs; and (6) desegregation, including cross-district remedies, desegregation plan oversight, and state court cases. (MLF)

ED 334 634 EA 022 968

Osborne, Allan G., Jr.
Handicapped.
PUB DATE- 90
NOTE- 29p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Ancillary School Services; Compliance (Legal); *Court Litigation; *Disabilities; Due Process; Educational Responsibility; Elementary Secondary Education; Employer Employee Relationship; *Handicap Discrimination; Lawyers; Legal Costs; Legal Problems; *Legal Responsibility; *School Law; School Responsibility; Special Education; Student Rights
IDENTIFIERS- *Education of the Handicapped Act 1970; Handicapped Childrens Protection Act 1986; Rehabilitation Act 1973 (Section 504)

Litigation over the rights of handicapped students and employees continued at a significant level during 1989. Recovery of attorneys fees was the most frequently litigated handicapped issue. Cases are summarized under the following topics: (1) entitlement to services; (2) procedural safeguards, including change in placement, administrative remedies, standing to sue, and statute of limitations; (3) placement, including appropriate educational program, least restrictive environment, and private facilities; (4) related services; (5) discipline; (6) remedies; (7) state immunity; (8) other Education of the Handicapped Act (EHA) issues; (9) state laws; and (10) discrimination under the Rehabilitation Act, Section 504. (MLF)

ED 334 635 EA 022 969

Evans, William J., Jr.
Torts.
PUB DATE- 90
NOTE- 33p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of

procedures and requirements of each model. Appendices A-B, F-D, and E-F contain each model s suggested administration timeline and expenditure guidelines. (EJS)

ED 334 655 EA 023 121

Teacher Evaluation Programs in SREB States.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Change; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; *Program Evaluation; Skills; *State Action; *Teacher Evaluation
IDENTIFIERS- *United States (South)

Working with state education agency staff and higher education faculty, the Southern Regional Education Board (SREB) attempted to assemble information about current state-developed teacher evaluation systems and future directions for teacher assessment. SREB states were trying to determine whether: (1) the same evaluation systems were being used from state to state; (2) the SREB states had a common evaluation language; (3) decisions about beginning and veteran teachers differed; and (4) states conclusions about good teaching varied. Of the 12 southern states participating in the study, 11 have developed evaluation programs for both beginning and veteran teachers. The study was designed in two phases. In phase 1, researchers examined documents describing each state s evaluation program and prepared a written analysis. In phase 2, trained observation teams from each state used their own evaluation systems to evaluate the same set of videotapes of classroom teaching. The SREB study team s comparative analysis yielded the following conclusions: (1) states are developing some common understanding about observable teacher behaviors and a common language for observing them; (2) a basis exists for translating observation information gathered from state to state; and (3) all states could benefit from additional research aimed at improving observation systems. The "next steps" and implications for state policy are also summarized. (MLH)

ED 334 656 EA 023 125

Stewart, John A.
Priming the Principal Pump: Interns in Polk County.
PUB DATE- Apr 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Administrator Effectiveness; Administrator Qualifications; Change Strategies; Educational Improvement; Elementary Secondary Education; *Internship Programs; *Management Development; On the Job Training; Postsecondary Education; *Principals; *Professional Development
IDENTIFIERS- Polk County School District FL

Without proper background, education, guidance, and on-the-job training, a principal can create havoc within the school community. To safeguard against this potential problem, during the 1986-87 school year, the Polk County (Florida) Public categories, a sample teacher assessment form, a pretreatment TCG questionnaire, and a critique of this questionnaire. (23 references) (MLH)

ED 334 676   EA 023 157

Pavan, Barbara Nelson; Robinson, Rochelle James
Reflections of Female School Administrators Regarding Their Careers.
PUB DATE- Apr 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Careers; Elementary Secondary Education; Job Satisfaction; Mentors; *Quality of Working Life; *School Administration; Sex Stereotypes; *Women Administrators; *Work Attitudes; Work Environment
IDENTIFIERS- *Pennsylvania

To obtain information from female school administrators about their career paths, mentoring, external barriers and strategies used to overcome them, and differences in attitude toward their careers since 5 years ago, 18 of 26 Pennsylvania administrators selected from a total population of 93 were interviewed. The women tended to follow staff rather than line career paths and remained in the classroom longer than men. Mentoring occurred as frequently with women as with men. External barriers tended to be systemic and closely tied to sex-stereotyping. Strategies used to overcome these barriers included determination, open communication, and patience. Twelve of the women reported a change in attitude regarding future growth and development over a 5-year time period. Issues discussed are illustrated by numerous personal accounts, and a table is used to identify respondents by position and geographic location. (23 references) (EJS)

ED 334 677   EA 023 158

Relan, Anju; Kimpston, Richard
Curriculum Integration: A Critical Analysis of Practical and Conceptual Issues.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Curriculum Design; *Curriculum Development; Educational Improvement; Educational Innovation; Educational Strategies; Elementary Secondary Education; Holistic Approach; Instructional Design; Instructional Development; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; *Relevance (Education); School Restructuring

Many educators suggest that deteriorating academic quality in schools can be addressed with the help of an approach to curriculum development called "curriculum integration," which presents a holistic view of knowledge to learners. One reason among many to move from subject-focused curriculum to curriculum integration is that the former fails to provide increasing suburbanization contributed to community dissatisfaction with district policy, resulting in increased political participation and high school board turnover, which in turn led to change in the board s value structure. A conclusion is that policy change was a function of superintendent succession and school board realignment. Five tables are included. Appendices contain the survey form and five figures/charts illustrating statistical findings and policies implemented. (10 references) (LMI)

ED 334 699 EA 023 189

Dockrell, W. D.
Making a Difference: The Contribution of Research to Policy and Practice.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; *Policy Formation; *Research Committees; *Research Utilization; Sanctions; School Community Relationship; Theory Practice Relationship
IDENTIFIERS- *Scotland

The factors that contributed to changes in policy and practice regarding corporal punishment in Scotland s public education system are explored in this paper. An overview of the context and issues traces the links between practitioners and researchers that facilitated acceptance of previously unacceptable constraints, focusing on the role of pre-existing institutional and informal linkages, collaboration between researchers and group representatives, and practitioner involvement in the study. Debate about the use of corporal punishment in the schools resulted in formation of a research committee composed of researchers, teachers, and administrators. After conducting a survey of 450 secondary schools and two observation studies, the committee recommended that corporal punishment be eliminated. An outcome of this approach was a smooth transition to virtual elimination of corporal punishment that preceded formal legislation. This outcome suggests that collaboration between researchers and policy makers significantly affected the design and acceptance of the research. The importance of existing linkages between researchers and practitioners in putting research into practice is underscored. (LMI)

ED 334 700 EA 023 190

Hall, Gene E.
Local Educational Change Process and Policy Implementation.
PUB DATE- Apr 91
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, Apri 1-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Cooperation; *Educational Innovation; Educational Research; Elementary Secondary Education; *Program Implementation; *Resistance to Change; *Theory Practice Relationship

Problems in implementing educational change due to different

Pawl, Jeree, Ed.
Parenting .
PUB DATE- Dec 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Abuse; *Child Rearing; Dual Career Family; Early Intervention; Early Parenthood; Employed Parents; Employed Women; Individual Development; *Infants; *Parent Child Relationship; Parenthood Education; Parenting Skills; Parent Responsibility; Parent Role; Prevention; Social Support Groups; *Special Health Problems

Contributions to this theme issue of a bulletin on infants aged birth to three, point out that becoming a parent is an evolving process and that infants meanings to their parents shape parenting behavior and the capacity to change. Articles also examine the challenge of how to support parents as they come to, and continue in, the process of child-rearing. Articles have the following titles and authors: "Parenthood: A Process Marking Identity and Intimacy Capacities: Theoretical Discussion and a Case Report" (Rebecca Shahmoon Shanok); "Using Parenting Processes as a Focus for Intervention: Discussion of Rebecca Shahmoon Shanok s Paper" (Stephen Seligman); "Parenting and Professionalism: The Myth of Having It All" (Robin B. Thomas); "Training and Supporting Leaders of Mother/Baby Groups: The P.A.C.E. (Parents After Childbirth Education) Approach" (Barbara Conte); "Adolescents as Mothers: The Being and the Doing" (Judith S. Musick); "Rising above the Past: Strategies for Helping New Mothers Break the Cycle of Abuse and Neglect" (Byron Egeland and Martha Farrell Erickson); and "Bringing Home a Medically Complex Baby: Psychological Issues for Families, Caretakers and Professionals" (Arthur F. Kohrman.) Three book reviews are also included. (JDD)

ED 334 722 EC 300 457

Ensign, Arselia, Ed.
Perspectives and Directory: Assistive Devices Consortium.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Dept. of Education, Lansing.
PUB DATE- Apr 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Consortia; Delivery Systems; *Disabilities
IDENTIFIERS- *Michigan; Michigan Consortium Assistive Device Delivery Syst

This document offers the comments of an attendee at the Phase IV conference of the Michigan Consortium on Assistive Device Delivery Systems (MCADDS). It is noted that the fourth year conference s general emphasis was on the need to inform and educate others about assistive technology and to increase general acceptance of disabilities. In addition to the comments, an update to the Michigan Consortium on Assistive a strong factor in predicting economic outcomes for persons with mental retardation is the severity of the retardation; (4) there is a need for location-specific information on outcomes (particularly employment rate) for comparable age groups without handicaps; and (5) it is possible to employ both effectiveness-cost and benefit-cost evaluation techniques to assess the efficiency of special education services for persons with severe retardation. (Includes 75 references.) (JDD)

ED 334 743 EC 300 489

Disability and People from Minority Backgrounds.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Cues; Cultural Differences; Delivery Systems; *Disabilities; Elementary Secondary Education; Employment Opportunities; Federal Programs; *Human Services; Language of Instruction; Limited English Speaking; Migrant Programs; Migrant Workers; *Minority Groups; Program Development; Program Improvement; *Rehabilitation; Vocational Rehabilitation
IDENTIFIERS- Office of Special Educ Rehabilitative Services

This U.S. Office of Special Education and Rehabilitative Services (OSERS) quarterly issue contains six papers describing development of services for minority individuals with disabilities. "Goals for Improving Services to Minority Individuals with Disabilities" (Robert R. Davila) discusses the need to increase high-school graduation rates, increase the sensitivity of professionals, increase the number of persons from minority groups who pursue careers in special education, and improve outreach to minority communities; the paper also describes efforts of OSERS to improve services. "Building Bridges to Employment for Minority Students with Disabilities" (Sylvia Walker) describes the Future Assets Student Talent Program (Huntsville, Alabama), the Howard University Bridges to Leadership 2000 Youth Training Program (District of Columbia), and the Systems Success Progam (Newark, New Jersey). "Vocational Rehabilitation Services for American Indians" (Elmer Guy) focuses primarily on the Navajo Vocational Rehabilitation Program. "Migrant Farm Workers in South Texas" (Delvin Sparks) describes the issues of education, unemployment, public health, vocational choice, and funding. "Special Education and Related Services to Minority Populations with Disabilities: A Continuing Role for the Office of Special Education and Rehabilitative Services" (Jane Case Williams) describes three research studies funded to examine issues in the delivery of services to students with disabilities stemming from nonstandard English, limited English proficiency, and/or nondominant cultural groups. "Effects of Using Spanish Only, Spanish and English, and English Only Cues with Students of Limited English Proficiency Who Have Moderate to Severe Disabilities (Elva Duran) describes a study designed to investigate which language cues were most effective in helping students complete various job-related tasks. (JDD)

ED 334 744 EC 300 490

Mann, James W.; Harley, Randall K.
Enhancing the Career Development and School-to-Work Transition for Blind and Low Vision Youth.
SPONS. AGENCY- National Inst. of Handicapped Research (ED),

stagnators, thrivers, and middlers, with data on: basic adjustments/bonding patterns to high school; family background; differential school climates and student experiences; peer relations; personal characteristics and behavior; changes in youth between 9th and 12th grades; and prediction of dropping out and school withdrawal. Results of the ecological study are reported for handicapped and nonhandicapped students and include the following: variation in dropout rates across school districts; correlations between dropout rates of different groups of students; characteristics of communities with high dropout rates; the importance for prediction of both community characteristics and school district educational variables; and a typology of school districts. Appendices include: (1) discussion of scales and measures used in the study; and (2) the questionnaire. Includes 91 references. (DB)

ED 334 763 EC 300 509

Gast, David L.; Wolery, Mark
Group Errorless Teaching Strategies (GETS). Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 90
NOTE- 570p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Control; Classroom Techniques; *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); Group Instruction; Instructional Effectiveness; Learning Processes; *Mental Retardation; Prompting; Sight Vocabulary; *Small Group Instruction; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Errorless Learning; Time Delay Techniques

This final report of the Group Errorless Teaching Strategies Research Project is organized by the project objectives and covers planned and actual activities and outcomes. Objective 1 involved a review of the literature related to teaching students with mild and moderate mental handicaps in group settings and resulted in three articles which presented guidelines for implementing group instruction and the use of constant time delay in group instruction. Objectives 2 and 3 involved conducting four investigations per year to evaluate the effectiveness and efficiency of the system of least prompts and time delay in small group instructional arrangements. Emphasis was on how to conduct small group instruction and effects of various attentional cue manipulations in small groups. Objective 4 involved developing instructional modules and manuals, which were sent to selected training programs and agencies. The primary part of the document consists of 15 appendixes, including the texts of journal articles disseminated by the project, unpublished manuscripts, and four instructional manuals and modules. The journal articles and manuscripts discuss such topics as: small group instruction; constant time delay to teach chained tasks and to teach sight word reading; predictable and unpredictable trial sequences; use of choral and individual spelling attentional responses in teaching sight word reading; use of the system of least prompts; and acquisition of incidental information. The instructional manuals and modules cover small group instruction for students with moderate to severe disabilities, and the use described and include: unit rate financing; contracting for services; state core financing; local funding initiatives; formal and informal interagency agreements; and local/state coordination. Three recommendations are made: (1) states should concentrate financing efforts on a small number of sources; (2) state government sources of funding must be accessed to develop an adequate financing plan; and (3) states must invest substantial resources in the form of staff commitment to develop a successful financing plan for Part H services. Includes 4 references. (DB)

ED 334 783   EC 300 529

Harbin, Gloria; And Others
Status of States Eligibility Policy for Preschool Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Categorical Aid; Compliance (Legal); *Disabilities; Early Childhood Education; Educational Policy; Eligibility; Evaluation Methods; Federal Legislation; *Handicap Identification; Labeling (of Persons); National Surveys; Policy Formation; Preschool Education; Special Education; Standards; *State Standards
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This paper provides an analysis of the current status of the states eligibility policies for children with disabilities, ages 3 through 5. The study of all states and the District of Columbia indicated that states have made substantial progress toward developing eligibility policy since the passage of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act. Content analysis of states policy documents indicated that states use three types of approaches in determining eligibility: categorical (N=20); non-categorical (N=6); and a combination of categorical and non-categorical (N=25). Policy analysis revealed four main approaches to delineating eligibility criteria: (1) use of criteria for each disability category (N=20); (2) use of quantitative criteria only (N=15); (3) use of professional judgment only (N=4); and (4) use of a combination of professional judgment or quantitative criteria (N=12). When using quantitative criteria, states varied as to the type of quantitative criteria used and the level of criteria. Differences also existed in whether states required the child to be delayed in either one or more than one area of development. Analysis suggests that many states have developed policies that may either over-identify or under-identify preschool children eligible for special education and related services. Includes 39 references. (DB)

ED 334 784   EC 300 530

Place, Patricia; And Others
Status of States Policies that Affect Families: Procedural Safeguards P.L. 99-457, Part H. The Infants and Toddlers with Handicaps Program.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 91
NOTE- 28p.

Alberto, Paul A.

Institute for Educators of Students with Severe/Profound Mental Handicaps. Final Report.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- 90

NOTE- 96p.; Document contains variable print in tables and appendices and may not reproduce well.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Competency Based Teacher Education; Elementary Secondary Education; Federal Programs; Higher Education; *Inservice Teacher Education; *Program Implementation; *Severe Mental Retardation; Summer Programs; Teacher Evaluation

IDENTIFIERS- Georgia; Georgia State University

This final report describes the activities and accomplishments of a 3-year federally funded project to provide training to teachers of students with severe mental retardation. Target teachers were those who were working outside the metropolitan Atlanta area. The teacher participants attended a 7-week summer institute at Georgia State University and were involved in a cooperative summer school program for students with severe/profound mental handicaps in DeKalb County (Georgia). Competencies that participants were expected to master included: development of appropriate individualized education program objectives, task analysis, data collection and interpretation, use of least instrusive alternative in behavior management, and development of community-based curriculum objectives. Following the summer session, at least three follow-up training visits were made to each participant s home classroom to assure generalization of competencies mastered during the summer session. The report describes participant selection, summer institute schedules, dissemination activities, problems encountered, and project evaluation. Appendixes contain a list of competencies, a list of suggested readings for participants, participant evaluation forms, program evaluation data, and a form for evaluating individualized education programs. (JDD)

ED 334 804 EC 300 550

Charlson, Elizabeth Stone

Hearing Children of the Deaf.

PUB DATE- 13 Nov 90

NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 13, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Deafness; Family Relationship; Grandparents; *Parent Child Relationship; *Self Concept; *Social Cognition

IDENTIFIERS- *Disabled Parents

Thirty-seven Caucasian hearing adolescents with deaf parents (HADP) were administered the Tennessee Self-Concept Scale and a social cognition interview, and were compared to a control group of 32 hearing adolescents with hearing parents. Despite wide variances in the social cognition and self-concept scores of adolescents in both groups, data did not indicate that HADP differed in a statistically significant way from their peers questions teachers can ask themselves in evaluating their classroom and teaching style. Contains 28 references. (MSE)

ED 334 825 FL 019 271

Improving Public Library Services to ESL Students: Ready To Use Classroom Lessons for Teachers. Library Awareness Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Difficulty Level; Elementary Secondary Education; English (Second Language); Instructional Materials; *Library Instruction; *Library Skills; *Limited English Speaking; Orientation Materials; Postsecondary Education; *Public Libraries; Skill Development; Visual Aids

Curricula for public library use instruction designed for limited-English-proficient (LEP) students are presented. Lessons are included for each of four instructional levels, and each lesson assumes that the student may have exposure to only one lesson. These basic concepts are covered: (1) information on all subjects is available at the public library; (2) service is free, but requires responsibility; (3) books are borrowed, read, and returned; (4) the library is a comfortable and friendly place for all people; (5) there is no censorship, and all viewpoints are accepted; and (6) librarians are there to help patrons. A suggested instructional schedule includes a preparatory library visit by the teacher, a student survey (provided in English, Spanish, and Vietnamese), a pre-test, vocabulary learning, role-playing, exercises to reinforce materials presented by the teacher, a slide or video program, a librarian visit to the classroom, library staff awareness workshop, a class visit to the library, return of materials to the library, a post-test, and a follow-up librarian visit. The guide contains the four lessons, student surveys, guidelines for a classroom visit by the librarian, suggested reading lists for LEP students, and a teacher s survey. Reproducible visual aids are included. (MSE)

ED 334 826 FL 019 272

Adachi, Patricia
Every Body Needs First Aid... A Manual for LEP Students Draft and Teacher Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 86
NOTE- 204p.; Developed and field-tested under an Elementary and Secondary Education Act Title VII grant funding for Writing Content Area Materials for Limited English Proficient Students.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blood Circulation; *Cardiovascular System; English (Second Language); *First Aid; *Health Education; High Schools; Instructional Materials; *Limited English Speaking; *Skeletal System; Teaching Guides; Vocabulary Development

The manual contains both student and teacher materials for negotiation offers implications for conducting effective international negotiations. Recent advances in cognitive psychology provide useful insights into the "belief systems" of the negotiators, who need special skill in evaluating the strengths and weaknesses of other cultures. Mental model theory can also be applied to international technology transfer negotiations and to understanding how they affect individual and group decision making. Mental models can affect the overall framework of the negotiation process and individual decisions of policymakers and negotiators. A psychological challenge facing any negotiator is to overcome cognitive biases, preconceptions, and mental "sets." Psychologists have developed strategies that can be consciously used to help avoid these mental pitfalls. Negotiating teams are groups of individuals each with his or her mental model for working within that group or institution. Additionally, these groups often adopt shared mental models. Shared beliefs often become institutionalized. The problem with institutionalized belief systems is that they often serve as a defense against contrary views. Effective international negotiators and business people share certain traits. Analyzing the differences in intercultural communication and the negotiating and decision-making styles of individual negotiators is also necessary to maximize the likelihood of success. (36 references) (YLB)

ED 334 352 CE 057 470

National Service Act. A Report Together with Minority and Additional Views. House of Representatives Committee on Education and Labor, 101st Congress, 2d Session.
PUB DATE- 15 Aug 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Services; Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Higher Education; Outreach Programs; *Public Service; Secondary Education; *Voluntary Agencies; Volunteers; Volunteer Training; *Youth Programs
IDENTIFIERS- Congress 101st; Proposed Legislation

This document contains the amended text of H.R. 4330, the National Service Act, a bill to establish school-based and higher education community service programs, to establish youth service programs, and to establish a model Good Samaritan food donation program, which was recommended by the Committee on Education and Labor. The document also contains a line-by-line analysis of the bill and the provisions that were amended during the hearing process and analysis of the effects that the legislation would have. Finally, the document contains minority views of the Bush Administration presented by the Secretary of Education and nine members of Congress, opposing the bill. The minority viewpoint says that the proposed legislation would create unnecessary new programs; undermine genuine, unpaid volunteer efforts; provide unneeded financial incentives; and cause unwarranted expenditures. (KC)

ED 334 353 CE 058 070

Gilkenson, Francine Boren
Adult Literacy: Case Studies of Adults Attending Literacy Classes.
PUB DATE- 90
NOTE- 241p.; Doctoral dissertation, Fordham University.
LANGUAGE- English

gains. In the third chapter, strategies to promote literacy are suggested, such as adopting the prison library, rewriting materials into easy-to-read formats, peer tutors, group work, one-on-one tutoring, working with teachers, the learner-centered approach, work-related literacy, and family literacy. The fourth chapter gives advice on setting up the program, including information on how the type of institution affects the literacy group, working cooperatively with other literacy groups, developing a regional plan, establishing a liaison, advertising the program inside, training tutors, resources, and inviting feedback from learners. The final chapter provides suggestions for continuing the services upon release, such as setting up a meeting space, dealing with problems, working in halfway houses, and networking with other agencies. Each chapter ends with a section of resources. Appendixes include facts and definitions; a bibliography listing 35 Canadian publications, 6 literacy reports, 8 non-Canadian publications, and 20 Correctional Services of Canada Publications. (KC)

ED 334 372 CE 058 387

Standardized Curricula for Allied Health and Related Technology.
PUB DATE- 88
NOTE- 53p.; For related documents, see CE 058 388-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; Career Awareness; Check Lists; Competency Based Education; *Core Curriculum; Dental Assistants; Dental Health; *Medical Services; Medical Vocabulary; Nutrition; Patients; Physical Examinations; Physical Health; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational and technical programs in Mississippi: allied health and related technology I (health cluster I) and allied health and related technology II (health cluster II). Introductory materials include the philosophy and aims of allied health and related technology in Mississippi. The five units in the first course are as follows: orientation, basic skills, introduction to body structure and function, health careers, and medical terminology. The second course consists of 10 units: advanced medical technology; asepsis; sterile/isolation technique; patient hygiene; physical examination/metric system; laboratory skills; admission/transfer/discharge; nutrition/feeding; basic dental terminology and skills; and employability skills. An introduction to each course details its purpose and objectives, course length, and Carnegie credits earned. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 373 CE 058 388

Standardized Curriculum for Apprenticeship.
PUB DATE- Jun 89

indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 393   CE 058 408

Standardized Curriculum for Machine Tool Operation/Machine Shop.
PUB DATE- Jun 89
NOTE- 44p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Check Lists; Competency Based Education; Computer Software; *Core Curriculum; Hand Tools; *Machine Tool Operators; *Machine Tools; Mathematics Skills; Occupational Safety and Health; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- Mississippi

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: machine tool operation/machine shop I and II. The first course contains the following units: (1) orientation; (2) shop safety; (3) shop math; (4) measuring tools and instruments; (5) hand and bench tools; (6) blueprint reading; (7) lathes; (8) lathe operations; (9) milling machines; and (10) milling operations. The second course contains the following units: (1) orientation; (2) shop safety; (3) layout; (4) advanced lathe operations; (5) advanced milling operations; (6) grinding machines; (7) grinding operations; (8) project construction; and (9) computerized numerical control. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 394   CE 058 409

Standardized Curriculum for Marketing and Cooperative Vocational Education.
PUB DATE- 88
NOTE- 178p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Citizenship Responsibility; Clothing; Communication Skills; Competency Based Education; *Cooperative Education; *Core Curriculum; Credit (Finance); Distributive Education; Economics; Employer Employee Relationship; Employment Interviews; Fashion Industry; Free Enterprise System; Human Resources; Job Application; Labor Force Development; Leadership Training; *Marketing; Mathematics Skills; Merchandising; Money Management; Occupational Safety and Health; Secondary Education; Small Businesses; State Curriculum Guides; *State Standards; Student Evaluation; Supervisory Methods; Taxes

coverage, test standards guidelines, terminology, and useful names and addresses. A 12-item bibliography and a glossary are also included.) (KC)

ED 334 414 CE 058 440

Richland County Welfare Coordination Project. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 22 Jan 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adults; *Agency Cooperation; Community Programs; *Coordination; *Employment Programs; Federal Programs; *Job Training; Program Improvement; Services; *Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982; *Ohio (Richland County)

The Richland County (Ohio) Welfare Coordination Project had three main goals: (1) to examine the roles, functions, and allowable service activities of each of four agencies involved in adult education, training, and job placement efforts; (2) to develop a systematic approach to the selection of service providers for clients; and (3) to develop resources within the existing social service community to fill any gaps in services identified. Staff from the participating agencies worked toward the development of activities recommended by work groups of the agencies in the areas of education and training, support services, services to youth, job development and placement, service eligibility, and resource management. Recommendations included improved coordination, tracking of client progress, provision of child care and transportation resources, involvement of business, simplification of assessment and intake procedures, evaluation of quality as well as quantity of services, increasing hours and accessibility of services, and provision of counseling. (Appendixes to the report include a list of recommendations and the system collaboration committee documents and list of names.) (KC)

ED 334 415 CE 058 441

Clermont-Warren SDA #12. Welfare Coordination Grant. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jan 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adults; *Agency Cooperation; Community Programs; *Coordination; *Employment Programs; Federal Programs; Institutional Cooperation; *Job Training; Program Improvement; *Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982; *Ohio (Clermont County); *Ohio (Warren County)

A project created linkages in Service Delivery Area 12, Clermont and Warren Counties, Ohio, to improve services for welfare recipients. During the project, the original grant seed money of 22,000 grew to more than 220,000 in grants for cooperative programs. In addition, integral, completed linkage treaties were forged between various agencies and educational institutions and the counties. Some recommendations based on

"The International Trade Education Program at Waukesha County Technical College" (Barbara Moebius); "The International Business Education Program at Ball State University" (Rodney E. Davis, J. Lee Dye, Robert A. Underwood); and "The International Business Education Program at Illinois State University" (Jean Grever, Iris Varner). Four chapters make up Part IV, "Selected Foreign Business Education Programs": "Business Education Programs in the United Kingdom" (James Calvert Scott); "Comparative Business Education Programs in the European Community Countries" (Albert G. Giordano); "Business Education Programs in the U.S.S.R." (Ray D. Bernardi); and "Business Education Programs in Taiwan" (Larry E. Casterline). (KC)

ED 334 433 CE 058 494

Multimedia Approach to Self-Paced Individualized Instruction in Automotive Mechanics and Other Vocational Programs. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Sep 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Auto Mechanics; Curriculum Development; Educational Resources; *Food Service; *Individualized Instruction; Learning Activities; *Material Development; Multimedia Instruction; *Pacing; Postsecondary Education; *Programed Instructional Materials
IDENTIFIERS- *Ozarka Vocational Technical School AR

A project developed, field tested, implemented, and disseminated a management system, support materials, and references for a self-paced individualized instructional program in automotive mechanics and food services. During the program, the Planwriter component of the SAGE/Compute-a-Match Assessment System was used to develop a management system for self-paced individualized instruction. A sequence of instruction was outlined, with each unit identified and objectives and competencies produced for them. An inventory of instructional materials on hand was taken and a search for additional materials was made. (A complete learning activity package--LAP--for each unit of instruction was to be developed in automotive mechanics; however, only basic electricity was completed during the project.) Lectures were videotaped, and illustrations, filmstrips, transparencies, slides, and any other teaching strategies involved for each unit were recorded. A series of main ideas were written for each unit. Pretests and posttests were used to screen students into and out of units. Twenty-two students were involved in field testing, and all were very positive about using the LAPs. As a result of the project, students can progress at their own pace through these training programs. (Ten appendixes, which constitute three-fourths of the report, include the following: project documents management system; resource inventory for automotive mechanics and food services; LAP checklist; sample LAP; pretests; posttests; job sheet; student evaluation form; list of materials produced; and records of visitations from other schools.) (KC)

ED 334 434 CE 058 496

Rolloff, John A.; Braker, Clifton R.
Developing and Disseminating a Tested Model Curriculum of

relationships is established among education and training institutions. In the variations: (1) educational institutions are closely coordinated but lack contact with JTPA programs; (2) community colleges dominate; and (3) institutions are autonomous, with little coordination. Eight factors were cited for the varying types of relationships. Recommendations were made to design measures of effectiveness for the various types of local educational systems. (An appendix gives an overview of providers in the eight communities. There are 55 references.) (KC)

ED 334 453 CE 058 545

Kallembach, Sheri C.; And Others
Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Agencies; At Risk Persons; Clearinghouses; Computer Networks; Databases; Delivery Systems; Early Parenthood; Information Services; Newsletters; Organizations (Groups); Periodicals; Postsecondary Education; Publications; Referral; *Resource Materials; *Rural Education; Secondary Education; Social Support Groups; *Special Needs Students; Transitional Programs; *Vocational Education; Youth

This resource guide helps state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and policymakers serving rural youth and adults to locate resources. Resources cited in this guide are publications; newsletters; journals; special issues of journals; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based information networks; and databases. The materials are categorized according to relevant issues and strategies that include rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature highlight the demographics and challenges facing rural education. For each entry, author, title, publication date, publisher, annotation, price, ordering information, and address are provided, when applicable. Indexes by title and author are included. (NLA)

ED 334 454 CE 058 547

Middleton, John; And Others
Vocational and Technical Education and Training. A World Bank Policy Paper.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; Educational Finance; Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary

ED 334 472 CG 023 487

Duty, Diane Scott
Anatomically Correct Dolls: Use in Suspected Child Sexual Abuse Interviews.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; Children; Counseling Techniques; Interviews; *Questioning Techniques; *Sexual Abuse; Victims of Crime
IDENTIFIERS- *Anatomically Correct Dolls

Sexual abuse of children has been recognized as a major problem. Attempts have been made to elicit descriptions of the abuse of children. A variety of interview methods for obtaining descriptions have been used. Methods of interviewing depend on the age of the child, the purpose of the interview, and the training and philosophy of the interviewer. Children over 12 years of age usually are capable of disclosing abuse verbally. The use of fantasy play and of structured play, using dolls, are most important in interviewing children under the age of 5 years. The use of play materials lends itself to the re-enactment of the abusive experience, and is a more reliable and natural method of interviewing young children. An advantage to using Anatomically Correct Dolls (ACDs) is that children can provide their own names for body parts and demonstrate exact behaviors in which they have participated. This elicits accurate recall without contaminating the interview with too many leading questions. The primary disadvantage is that most interviewers have little or no training in the use of the dolls, and have limited knowledge of child development and child behavior. Additional disadvantages stem from possible exposure of children to adult videos and adult cable television media. It is difficult to determine whether a child s knowledge about sex is gained from experience or other sources. (LLL)

ED 334 473 CG 023 488

Kerr, Barbara; And Others
A Handbook for Counseling the Gifted and Talented.
PUB DATE- 91
NOTE- 240p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academically Gifted; Career Exploration; Counseling Services; *Counseling Techniques; Elementary Secondary Education; *Gifted; Identification; *School Counseling; School Guidance; Underachievement

This handbook is organized as a practical guide for the counselor working with gifted students. Chapter 1 describes intelligence testing, achievement testing, and other means of identifying special talents. Suggestions are given to the counselor for discovering behaviors associated with various talents. Chapter 2 shows how counselors can work with teachers and administrators to ensure that gifted programs are sufficiently challenging and supportive for bright students. Chapter 3 explores the guidance of students whose performance in a classroom does not match their abilities as measured by tests

Aged Stereotypes and Their Effects on Older Persons Self-Esteem.
A Seminar Paper.
PUB DATE- Jul 91
NOTE- 59p.; Master of Education requirements, Ohio University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Aging (Individuals); Counselor Attitudes; Counselor Role; *Older Adults; *Self Esteem; *Self Evaluation (Individuals); *Stereotypes

This literature review explores societal attitudes about older individuals and the influence of these attitudes on the self-esteem of older persons. These topics are examined: identification of common stereotypes and myths about older persons; media depiction of older persons; influence of stereotypical images on older persons self-perceptions; adverse effects due to lowered self-esteem; and counseling interventions for counteracting adverse effects of stereotyping. These conclusions are presented: (1) society s attitude toward older persons is unfavorable; (2) various forms of mass media serve to transmit and perpetuate the negative images of older persons; (3) not all older persons allow stereotypes to adversely influence them, although some individuals are more vulnerable and do experience decreased self-esteem; (4) older persons who develop a lowered self-esteem are at risk for developing depression, alcoholism, loss of control, and a sense of helplessness; and (5) persons suffering from these adverse effects can be helped with counseling interventions. It is recommended that counselors become aware of aging stereotypes and that practitioners should determine how prevailing images of older persons have affected their attitudes. References are included. (ABL)

ED 334 493 CG 023 508

Boright, Lucinda L.
Cambodian Refugees.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Asian Americans; *Cambodians; Client Characteristics (Human Services); *Counseling Techniques; *Refugees
IDENTIFIERS- *Cross Cultural Counseling

The Khmer are the predominant ethnic group of Cambodia, yet they have suffered genocide in their own homeland. The English language is the primary social barrier confronted by Cambodian refugees to the United States, since there are no similarities between English and Khmer alphabets and tenses. Refugees who arrrived in 1975 tended to be educated, to come from urban areas, and to possess some knowledge of Western culture. However, more recent arrivals are likely to be uneducated and from rural areas with no conception of American customs. Orphaned teenagers and children, along with widows, constitute a large portion of the Cambodian refugee population. All Cambodian refugees seem to possess some degree of survival guilt. Emotional problems range from depression, anxiety, and paranoia to sleep disturbances and death. Enlisting the help of a Khmer shaman (if available) will facilitate survival merit in the counseling experience. A crisis intervention model must be the basis of treatment strategies for social, emotional,

not provide any programs for those who have committed acquaintance rape. There did not seem to be a strong correlation in any direction regarding acquaintance rape reporting and the number of programs provided for students or the general campus community. (Recommendations for creating a comprehensive acquaintance rape education and prevention approach are offered.) (LLL)

ED 334 513 CG 023 528

Stempel, Audrey D.
The Value of School-Based Rehabilitation Counselors.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counseling Services; *Counselor Role; *Disabilities; Elementary Secondary Education; Employment; *Rehabilitation Counseling; *School Role; *Special Needs Students; Transitional Programs; Vocational Education

In spite of the fact that movement has occurred, vocational education and job placement services for individuals with disabilities have produced few significant results in the past 10 years. Since school represents an institution where children gather on a consistent and long-term basis, the facilities are available and usually comprehensive, and the opportunities for collaboration and cooperation are almost boundless, it would seem sensible for school districts to employ rehabilitation counselors to become an integral part of the student services team. What seems to be at issue is a growing demand for services that remains unanswered. It is too late to begin the transition process after graduation, or even in the final year of formal education. Since each child with a disability is unique, individual transition plans must be developed for each, along with the individualized educational plan. The services of vocational rehabilitation are not entitlement services but eligibility services, meaning that although a child might qualify for special services in the school system, he or she may not qualify for rehabilitative services. That leaves many children outside the adult service delivery system with little or no preparation in the world of work. The development and coordination of services by a school based rehabilitation counselor can provide appropriate identification and utilization of resources in order to ensure that the full potential of children with disabilities is realized. (LLL)

ED 334 514 CG 023 529

D Entremont, Denise Morel
Intervention Strategies for School Age Children.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counseling Techniques; *Counselor Role; Elementary Secondary Education; Intervention; School Counselors; *Student Needs
IDENTIFIERS- *Fetal Alcohol Syndrome

Fetal Alcohol Syndrome (FAS) is a relatively new diagnostic label. As more physicians become familiar with the diagnosis of this syndrome, schools will begin to see children with the label FAS and Fetal Alcohol Effects (FAE). Children with FAS

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Models; *Motor Reactions; Physiology
IDENTIFIERS- *Blushing; *Embarrassment

This study investigated central assumptions of an appeasement model of blushing that holds that blushing is a reliable communication of apology for social transgressions. Male and female college student subjects (N=160) were assigned to actor or observer roles; the actors then performed a series of either embarrassing or innocuous tasks under public or "private" conditions. Actors heart rates and cheek and finger temperatures were continuously monitored throughout, and all subjects chronic embarrassability was assessed. Actors reported more embarrassment and blushing in public than in private conditions, and were more embarrassed when they had performed the embarrassing, rather than the innocuous tasks. Embarrassment was found to be recognizable and engendered kindly reactions from observers. In general, subjects experienced greater increases in pulse rate and greater decreases in finger temperature when they performed the tasks in public conditions than in private. As expected, actors performing the embarrassing tasks were perceived to be more embarrassed and abashed and to blush more than those who engaged in more innocuous activity. The data are consistent with several assumptions of the appeasement model. The observers judgments fit the actors perceptions of their emotional displays fairly well. Further, public embarrassment received favorable, non-rejecting reactions from the observer. (LLL)

ED 334 533 CG 023 550

Huyck, Margaret Hellie
Understanding Gender Diversity in Later Life.
PUB DATE- 17 Aug 91
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Geriatrics; *Health Services; Medical Care Evaluation; Medical Services; *Older Adults; Self Concept; *Sex Differences; *Sexual Identity

This paper focuses on three issues: (1) gender seems to structure life chances so that women and men end up with quite different fates in later life; (2) maintaining a sense of adequate masculinity seems to remain very important to men until the end of life, and most women also seem to need to experience themselves as feminine, but are less threatened by gender-incongruent qualities; and (3) the gender system probably affects the quality and quantity of care available to people as health challenges are confronted later in life. More women survive to be old; unfortunately these additional years are often marked by poverty, ill health, and solitude. Older women are more likely to be widowed, and older men are more likely to

Chase, Dorothy D.
Using A Local Area Network and Other Software With Adults.
PUB DATE- May 91
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Community Colleges; *Computer Networks; *Reading Writing Relationship; Student Motivation; Two Year Colleges; *Word Processing; *Writing Instruction
IDENTIFIERS- *Collaborative Learning; *Collaborative Writing; Community College of Southern Nevada; Computer Assisted Writing; Writing Development

A computer-based collaborative approach to writing like the Daedalus Instructional System (DIS) can help students to learn to write for communication and to read for understanding. The DIS, created to reflect the collaborative learning philosophy, is networked, and fosters communication through reading and writing. The system provides CONTACT, an electronic mail board; QUICKSTART, a word processor; MINDWRITER and DESCANT, a series of prompts to generate ideas and aid in the review of writing; UTILITIES, a housekeeping program; and INTERCHANGE, a real-time writing program. INTERCHANGE and CONTACT can be used together for collaborative writing. While students in the reading program at Community College of Southern Nevada began by using the DIS in class once a week, they soon chose to meet in the lab for both class periods, and even began to compose on the computer, collaborate with each other, and spend long hours writing voluntarily. As they took responsibility for their own work, and as they read the models provided by their instructor who participated in INTERCHANGE discussions and on the electronic mailboard, their writing became more precise. In addition, the computer skills they learned will carry over into the workplace and into other courses studied. Finally, although students who used DIS showed no significant improvement on ABLE, a reading placement test created by The Psychological Corporation, they did become more confident writers and showed improvement in structure, mechanics and vocabulary. Their self-esteem was visibly higher, and they showed more enjoyment in the writing process. (PRA)

ED 334 555 CS 010 645

Ahead of the Curve. Numbers 1-4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Program Descriptions; *Reading Instruction; Thinking Skills; *Writing Instruction
IDENTIFIERS- Professional Meetings; Southwest Educational Development Laboratory

Presenting information from school projects, interviews, workshops, conference sessions, newsletters, conference review

DESCRIPTORS- Dialog Journals; Elementary Secondary Education; Evaluation Criteria; Higher Education; Learning Processes; Nontraditional Students; Teacher Student Relationship; Teaching Models; *Tutoring; Writing Across the Curriculum; Writing Evaluation; *Writing Improvement; *Writing Laboratories; *Writing Teachers; *Writing Workshops

IDENTIFIERS- *Collaborative Learning; *Collaborative Writing; Peer Coaching; Tutor Role; Writing Models

This packet contains selected papers from a conference on writing centers: "Inner-City Writing Centers in St. Louis Public Schools" (Carmen Charleston); "Non-traditional Students in the Writing Lab" (Marilyn Cozad); "Cooperation between the Writing Center and Student Support Services" (Coralyn Dahl and Rita Worrall); "Evaluating a Writing Center: A Self-Study" (James Eison); "The Tutor/Faculty Partnership: It s Required" (Geoff Gajewski); "Assessing Success: Evaluating the Work of a Writing Center" (Stephen H. Goldman); "Specialists vs. Generalists: Managing the Writing Center/Learning Center Connection" (Dave Healy); "Partners across the Curriculum: The Integration of WAC and Writing Centers" (Beth Impson and others); "Learning Styles: Issues, Questions, and the Roles of the Writing Center Tutor" (Cindy Johanek); "Dabbling with a Database: Is the Pain Worth the Profit?" (Robert Marrs and others); "Model of Collaboration: The Peer Tutor" (Ellen Mohr); "A Model for a Campus-Wide Writing Center" (Judy Strickland and others); "The Writing Center Staff as a Faculty Resource" (Rosemarie Stocky and others); "Dialogue Journals in the Writing Center: Fostering Fluency and Rapport" (Cheryl Hofstetter Towns); and "Beyond Tutoring: Expanding the Definition and Services of a High School Writing Center" (James Upton and S. Kay Gerlmann). (PRA)

ED 334 576 CS 212 903

Buckelew, Mary

Group Discussion Strategies for a Diverse Student Population.

PUB DATE- 22 Mar 91

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Communication; College English; *Cultural Differences; *Discussion (Teaching Technique); *Group Discussion; Higher Education; Small Group Instruction; Student Attitudes

IDENTIFIERS- Blooms Taxonomy; University of New Mexico

In a diverse population such as the one at the University of New Mexico, a population made up of a variety of ethnic groups including Hispanic, Navajo, Japanese, and Anglo students, instructors need to give a voice to every student, to point out differences, similarities, universal and not-so-universal ideas, all of which enrich everyone s store of knowledge. Students in a very reticent English 101 class discussed nonfiction essays prior to writing essays of their own. Class discussion was carried out by only 3 or 4 students out of a class of 20. In an effort to remedy this, an informal questionnaire was completed by the students regarding what would help them to join in class discussions. Following this, on the basis of the students responses, Benjamin Bloom s (1956) taxonomy of educational objectives, and various writings

ED 334 594 CS 212 965

Aston, Jean A., Ed.; And Others
Making Thinking Visible: Collaborative Planning--Concepts, Processes, and Assignments: A Casebook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 142p.; For an introduction to the project, see CS 212 964.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Classroom Observation Techniques; Classroom Research; Classroom Techniques; *Cognitive Processes; Higher Education; High Schools; *Teaching Methods; *Writing Assignments; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Collaborative Inquiry; Collaborative Learning; *Collaborative Writing

This casebook is part of a set of materials written by the members of the Making Thinking Visible Project. It offers high school, college, and community college teachers multiple perspectives on the teaching and learning of collaborative planning, and on classroom inquiry and practice. The casebook explains collaborative planning (a writing strategy that helps students develop a piece of writing by discussing key rhetorical considerations with a partner) and suggests ways that teachers may want to use this technique as part of the way they teach writing. It offers 14 articles in 3 sections. The first section, "Clarifying Concepts," includes "Introduction to Collaborative Planning and the Making Thinking Visible Project" (Linda Flower and others); "Reflecting Upon Our Project" (Nancy Nelson Spivey); "Writers Planning: Snapshots from Research That Helped To Frame Collaborative Planning" (Linda Flower); and "Engaged, Involved Supporters: Keys to Effective Collaboration" (Rebecca E. Burnett). The second section, "Tracing Processes," includes "An Investigation into the Process of Critical Thinking and Collaborative Planning" (Leonard R. Donaldson); "The Right Metaphor" (Michael A. Benedict); "Planners' Options: A Collaborative Planning Tool Helping Inexperienced Writers/Planners Make Thinking Visible" (Thomas Hajduk); "Transforming Topic Knowledge: Six Portraits of Collaborative Planning" (David L. Wallace); "Transferring Talk to Text" (Jane Zachary Gargaro); "Student Teachers and Collaborative Planning: Transfer and Adaptation from Representation to Practice" (Linda Norris); and "Collaborative Planning and the Classroom Context: Tracking, Banking, and Transformation" (Jean A. Aston). The final section, "Adapting Assignments," contains "A Beginner's Map: From Collaboration to Collaborative Planning" (Leslie Byrd Evans); "Actual Classroom Experiences Using Collaborative Planning" (Andrea S. Martine); and "A Reflective Look at Teaching Planning in High School" (Karen Gist). Notes on the editors and contributors are attached. (PRA)

ED 334 595 CS 212 968

Langer, Judith
A New Look at Literature Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Fifty male and female teenagers aged 11-15 were recruited from public and private schools and were individually interviewed during the summer of 1989. Each had been given a videotape to view containing clips from two popular teen-oriented PG-13 movies ("Top Gun" and "For Keeps") and two then-popular music videos (Madonna s "Express Yourself" and Ton Loc s "Funky Cool Medina"). Respondents also completed a questionnaire surveying the range and quantity of movie or videotape viewing and assessing social and demographic characteristics. Results indicated that material that was well liked was processed with more detail: teenagers were more articulate about and remembered more about content they preferred. For the most part, these movies stimulated affirmation of the teenagers existing ideas about appropriate sexual behavior. In that sense, the embedded sexual messages did not provoke self questioning as much as they provoked self affirmation. Teenagers interaction with music videos seemed to operate quite differently. These teens interpreted music videos in terms of the artist performing them, his or her other work, the musical genre, and the sorts of people who like that genre. The sexual messages in the chosen videos were sometimes misunderstood or ignored, sometimes the object of derision or embarrassment. They were apparently not as capable of stimulating self awareness as the movies. (Twenty-seven references are attached.) (PRA)

ED 334 615 CS 507 518

Ferris, Jim
The Role of Age and Experience in the Professional Development of Graduate Teaching Assistants: A Research Proposal.
PUB DATE- May 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Communication Research; *Graduate Students; Higher Education; *Professional Development; Research Proposals; Student Attitudes; Teacher Education; *Teaching Assistants; *Teaching Experience
IDENTIFIERS- Descriptive Research

Teaching assistants (TAs) play a considerable role in undergraduate education. Adopting a developmental perspective could lead TA supervisors and other faculty members to facilitate the maturation of their graduate students/TAs into tomorrow s professors more successfully. According to J. Sprague and J. D. Nyquist (1989), there are 4 questions for supervisors to consider in gathering information about where individual TAs are in their development and what leadership and interventions are most appropriate: (1) What are their communication concerns? (2) How do they talk about their discipline? (3) How do they relate to authority? and (4) How do they relate to their students? A proposed study seeks to provide a response to Sprague and Nyquist s (1990) call for descriptive studies of the actual changes that TAs in Speech Communication go through. The longitudinal study will provide a description of the professional development of 12-16 graduate TAs over time (3 full academic years), paying special attention to 3 factors which seem likely to be significant: age, previous teaching experience, and previous other fulltime work experience. The study could lead to an extension of

Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Educational Malpractice; Elementary Secondary Education; Employer Employee Relationship; Insurance; *Legal Problems; *Legal Responsibility; School Personnel; *Torts; Workers Compensation

The purpose of tort law is to offer remedies to individuals for harm that resulted from the unreasonable conduct of others. This chapter examines those cases reported during 1989 that involved tort claims within the school context. Tort cases discussed in this chapter are organized under the following sections: (1) negligence in regard to injuries; (2) negligence defenses; (3) liability insurance; (4) attorney fees; (5) employee injuries, workers compensation; (6) defamation; (7) intentional infliction of emotional distress; (8) tortious interference with a contract; (9) product liability; (10) construction contracts; and (11) constitutional torts. (MLF)

ED 334 636 EA 022 970

Sharp, Linda A.
Sports.
PUB DATE- 90
NOTE- 19p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Athletics; Civil Rights; Compliance (Legal); Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Eligibility; Employer Employee Relationship; Equal Education; Equal Protection; Extramural Athletics; Higher Education; Legal Problems; *Legal Responsibility; *School Law; School Responsibility; *Student Participation; Torts

This chapter includes all cases involving student-athletes, coaches, athletic directors, athletic associations, and booster organizations at both the K-12 and higher education levels. However, no case law is discussed that pertains to physical education instruction or intramural participation. The cases are discussed in the following sections: (1) eligibility; (2) equality of programs; (3) enforcement of rules; (4) tort; (5) employment; and (6) miscellaneous. (MLF)

ED 334 637 EA 022 971

Anthony, Patricia G.; MacPhail-Wilcox, Bettye
Finance.
PUB DATE- 90
NOTE- 22p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports -

Schools introduced a "principal intern" program to fully prepare its future school administrators. The programs s primary goal is to train participants in effective leadership and management skills with a support team in place to monitor progress and provide assistance. Elements of the 1-year training include adapting to stressful situations and managing school sites. Each intern is provided a supervisory principal who is held accountable for providing a variety of experiences. The price tag for each participant runs about 1,500 in addition to 30,000 in supplemental salaries for replacements to take over the intern s original responsibilities. The track record shows that the long-term benefits outweigh the initial costs as the program so far has been an overwhelming success. (EJS)

ED 334 657 EA 023 128

Facilities Planning and Construction: A Self-Assessment Guide for School District Fiscal Policy Teams.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Building Design; Building Innovation; Building Plans; Construction Programs; *Educational Facilities; *Educational Facilities Planning; Elementary Secondary Education; Facility Expansion; *Facility Guidelines; Facility Improvement; Facility Planning; Facility Requirements; *Program Development; Program Effectiveness; Program Improvement; *Site Development

This self-assessment guide is designed to assist members of fiscal policy teams in assessing current district standards and practices in the area of school facility planning and construction in relation to the total educational program. Arranged to complement the components of a long-range master plan, the guide is divided into nine parts: (1) organization and process for planning a facility; (2) use of demographics in planning; (3) selection and acquisition of the site; (4) determination of the need for educational facilities; (5) program requirements; (6) selection of an architect; (7) financing for the facility; (8) construction of the school building; and (9) orientation and postoccupancy evaluation for users. Each section contains an introductory statement and one or more goals and desired practices that serve as reference points against which current district practices may be assessed. The questions that are included in each section should be answered by each team member individually and then used to stimulate discussion by the group. (EJS)

ED 334 658 EA 023 132

Gittins, Naomi E.; Walsh, Jim
Sexual Harassment in the Schools: Preventing and Defending against Claims.
PUB DATE- Nov 90
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

learners with the intellectual skills needed in a competitive society. Other arguments stem from the ability of curriculum integration to actively involve students in their own education. Traditionally, integrated approaches to curriculum design have been associated with "intermingling" of disciplines such as thinking, reasoning, and problem-solving capabilities. Operational schemes of curriculum integration specify the degree of integration and depend upon the content, processes, and skills involved in learning. Curriculum integration is not a random combination of disciplines and should be approached with a systematic, conscious effort that makes relationships among disciplines explicit. (31 references) (EJS)

ED 334 678 EA 023 159

Miller, Stephen K.
The Dilemmas of School Effectiveness: Balancing the Tensions of Organizational Life.
PUB DATE- Apr 91
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; Elementary Secondary Education; Institutional Characteristics; *Models; *Organizational Theories; *Role Conflict; *School Effectiveness; *Social Behavior; Theory Practice Relationship
IDENTIFIERS- *Organizational Behavior

Concerned with the conflicting goals, purposes, and roles that characterize schools, this paper examines the relationships among educators, the wider educational community, and society in general as these relationships affect schools organizational functioning. The focus is a theoretical model that attempts to explain how the microbehaviors of individuals and small groups produce the macrolevel structures and functions representing schooling as an institution. The theoretical problem is how to depict a model that: (1) accounts for individual acts, decisions, and practices while accommodating schooling to societal changes; and (2) adequately captures the tensions underlying all of social life. The paper is organized into four parts. The first discusses the dynamic tensions inherent in the wider society. The second part describes the work of M. B. Miles (1981) on mapping the common properties of schools in terms of the nine organizational dilemmas common to all schools. Part 3, accompanied by several figures, extends Miles analysis of these dilemmas to include a decision band theory of school effectiveness. The final part discusses the model s implications for numerous issues, including environmental change, methodological issues relevant to empirical testing, and educational utility. (26 references) (MLH)

ED 334 679 EA 023 160

Furtwengler, Willis J.
Reducing Student Misbehavior through Student Involvement in School Restructuring Processes.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

perspectives and statuses of policy makers, practitioners, and researchers has contributed to an absence of shared paradigms. Combined with the intense demand for educational change, a system gridlock has ensued. Research of the last 2 decades on implementation of change is summarized in this paper, which proposes a new approach for the educational change process of the 1990s. The following issues are discussed: redefining and clarifying the concept of innovation; using "hyper-innovations"; creating conditions supportive of innovation; setting middle-level guiding parameters; recognizing participants different constructions of meaning; reducing system overload; allowing time for institutionalization of change; and sharing information. Guidelines for implementation of change strategies include deregulation, outcome-oriented policy goals, development of multivariate approaches, equal support for implementation, use of a large-scale perspective, and development of trust. In summary, educational innovation depends on cooperation and collaboration and the use of a holistic, systemic approach. Four figures are included. (26 references) (LMI)

ED 334 701 EA 023 191

LeSourd, Sandra J.; And Others
Validation of a Visionary Leadership Attitude Instrument Using Factor Analysis.
PUB DATE- Oct 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Attitude Measures; Elementary Secondary Education; *Factor Analysis; Generalization; Leadership; *Leadership Styles; *Principals; Self Concept Measures

Findings from a study to develop and validate an instrument for the measurement of principals attitudes toward visionary leadership are presented in this paper. Two leadership styles--visionary and managerial--were measured by a 35-item five-point Likert attitude scale. Questionnaires mailed to a random sample of 250 K-12 Nebraska and 250 California principals yielded 387 completions, a 77 percent response rate. Factor analysis confirmed that factors corresponding to the two leadership styles were implicit in the instrument design and supported the instrument s validity for measuring attitudes toward the conceptualization of visionary leadership. The instrument may be used for empirical substantiation of a generalization of visionary leadership style, for diagnostic purposes, and as a screening tool. Two tables, including a statistical analysis of the survey item results are provided. (11 references) (LMI)

ED 334 702 EA 023 192

Maze, Jerry G.
The School District s Liability in Cases of Violent Attacks on Students and Employees.
PUB DATE- 15 Jul 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Device Delivery Systems Directory which lists services providing information on assistive devices is presented. The 1991 update describes current and projected activities of 11 service providers. Availability information concerning videotapes of the MCADDS conference proceedings is also provided. (JDD)

ED 334 723 EC 300 458

Mounty, Judith Lynn
Nativization and Input in the Language Development of Two Deaf Children of Hearing Parents. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 212p.; Ph.D. Dissertation, Boston University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- American Sign Language; *Biological Influences; Case Studies; Child Language; *Deafness; Elementary Education; Environmental Influences; Ethnography; Interpersonal Communication; *Language Acquisition; Linguistic Input; Parent Child Relationship; Sign Language
IDENTIFIERS- *Nativization (Language)

This study examined the possible sources of variability in sign language mastery in two deaf children of hearing parents. The study considered the interaction of environmental and innate factors within the framework of the "Nativization" hypothesis, which suggests that all language learners initially construct a linguistic system which is somewhat unique and then gradually adapt to the environmental target language unless the input is inaccessible or inconsistent, in which case the learner creates grammatical constructions that further depart from the external norm. The ethnographic study focused on the sign language structure of the two children, ages 8 and 9, and the sign language used by their mothers. The study found that, when presented with a variety of input, deaf children of hearing parents show a preference for American Sign Language (ASL) as a target language. Hearing parents who are supportive of their children s involvement with deaf people and communicate in a way which approximates ASL appear to provide optimally useful environmental input. The child who was more advanced at a younger age in his grammatical development subsequently developed a greater range of stylistic variation in his signing. Appendices contain a glossary, hypothetical scenarios which typify four home environments for deaf children acquiring language, and guidelines for ethnographic data collection. (Over 100 references are provided.) (JDD)

ED 334 724 EC 300 459

Ittenbach, Richard F.; And Others
Community Integration of Young Adults with Mental Retardation: A Multivariate Analysis of Adjustment.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Washington, DC.
PUB DATE- 86
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Blindness; *Career Development; Career Education; Educational Planning; *Education Work Relationship; High Schools; Individual Needs; Partial Vision; Transitional Programs; *Visual Impairments; Vocational Adjustment

This monograph serves as a guide to career development and transition planning for youths with blindness and low vision. An introductory chapter provides a sketch of the history of organized work for the blind in America as well as a set of narrative definitions of terms frequently used in the literature of special education, vocational education, and rehabilitation. The second chapter examines the career development literature related specifically to individuals with blindness and low vision. Chapter 3 looks at discrepancies and needs from an adult adjustment approach. The fourth chapter is devoted to the need for career development, career education, and school-to-work transition programs. Finally, chapter 5 offers recommendations for enhancing career development and transition programs for blind and low-vision youths. The monograph also provides a list of 70 references and an annotated bibliography citing 87 of the more significant writings since 1965 on such topics as higher education, mobility, multihandicapped individuals, and vocational education as these areas relate to career development. (Includes 75 references.) (JDD)

ED 334 745 EC 300 491

Davidson, Marcia; And Others
Special Education Equity Project. Final Report. July 1, 1989 to June 30, 1990.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Dec 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Bilingual Students; Delivery Systems; *Disabilities; *Educational Practices; Elementary Secondary Education; Equal Education; *Migrant Education; Parent Attitudes; Parent Participation; *Problems; Special Education; Student Evaluation; Teacher Attitudes
IDENTIFIERS- Native Americans; *Washington

This study examined special education services for migrant and Native American students in Northwest Educational Service District 189 in Washington State, in order to identify best practices and procedures as well as problems perceived by families and school staff. The study used a backward mapping approach, in which 54 educators, parents, and community agency representatives were interviewed in order to identify problems and solutions. Interview responses were then summarized and recommendations made in a final report. The study found that screening and assessment of bilingual students were perceived as problem areas, with staff training in appropriate assessment procedures identified as a critical need. Parental involvement of constant time delay in small group instruction. (DB)

ED 334 764 EC 300 510

Freund, Maxine B.
Assessment as Intervention: Discerning the Needs of High-Risk Infants and Their Families. Final Report, 1986-1989.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 9p.; For the training manual, see EC 300 511.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Early Intervention; Evaluation Methods; Family Problems; *Home Programs; *Infants; Interviews; Naturalistic Observation; *Needs Assessment; Neonates

The report documents activities of the 3-year (1986-1989) Assessment as Intervention Project at George Washington University (District of Columbia). Major activities of the project included: data collection with 25 families of newborn at-risk premature infants, including assessment-intervention sessions at 3, 6, 9, and 12 months of age; data analysis including identification of interview themes for each family; and dissemination activities (especially publication of a manual describing the naturalistic research process, results, and implications). (DB)

ED 334 765 EC 300 511

Freund, Maxine B.
A Journey with Parents and Infants: Rethinking Parent Professional Interactions. An Early Intervention Training Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 118p.; For the final report, see EC 300 510.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Check Lists; *Child Development; *Early Intervention; *Evaluation Methods; Home Programs; *Infants; Inservice Education; Naturalistic Observation; Needs Assessment; Neonates; *Parent Attitudes; Parent Education

This manual describes the results of a 3-year research project at George Washington University (District of Columbia) called the Assessment as Intervention Project, which explored approaches to parent-sensitive developmental follow-up for prematurely born infants who received neonatal intensive care and their families (N=25). After an introduction, individual chapters address the project s purpose, the shape and focus of the inquiry, insights resulting from parent interviews, implications for practice, and suggestions for professional development. Noted is the project s emphasis on the needs and perceptions of parents in assessment/intervention contacts at 3-month intervals. Appendixes include: a description of the parent-sensitive model used for developmental evaluations; the pre-assessment interview guide; the planning form for assessment/intervention; a checklist for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; Confidentiality; *Conflict Resolution; *Disabilities; *Due Process; Early Intervention; *Family Involvement; Federal Legislation; Hearings; Infants; National Surveys; Parent Participation; *Parent Rights; Policy Formation; Preschool Education; State Standards; Toddlers
IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This paper reports on a 50-state telephone survey on the development of family policies through implementation of Public Law 99-457 (Part H), the 1986 Amendments to the Education of the Handicapped Act with emphasis on policies regarding consent, confidentiality, access to records, and dispute resolution. The survey addressed questions of family involvement in Interagency Coordinating Council activities, how families access the service system, how case management policies affect families, and what policies provide for procedural safeguards. Findings suggested that policies addressing procedural safeguards have been slow to develop with about one-third of the states still without established policies on these issues. State coordinators expressed a desire to minimize potential harm to families as a result of participation in the early intervention system, a concern about negative effects of instituting a process for administrative hearings, and a preference for mediation systems. Also noted was a lack of certainty in some states about their authority to implement policies or enforce compliance from other agencies. Although acceptance of the central role of the family was common, few of these policies have been implemented. Includes 4 references. (DB)

ED 334 785 EC 300 531

Ho, Hua-Kuo
A Study on Characteristics and Competencies Needed by Teachers of the Mentally Retarded.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Elementary Education; Foreign Countries; Junior High Schools; *Mental Retardation; Opinions; *Special Education Teachers; Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Taiwan

This study assessed the characteristics of 134 teachers of the mentally retarded in Taiwan, and surveyed 321 teachers of the retarded concerning desirable teacher characteristics and competencies. Four main conclusions were drawn: (1) outstanding teachers of the retarded were highly rated for such characteristics as "flexibility of instructional methods," "physical stamina," "accepting minimal progress by students," "self confidence," and "willingness to assume responsibility"; (2) all 74 items on the "Competency Inventory for Teachers of the Mentally Retarded" were considered necessary with "understanding the development of retarded students" identified as the most important teacher competency; (3) opinions of junior high teachers were similar to those of elementary teachers on ranking of competencies; and (4) no significant differences were found in rated competency needs between junior high and elementary school teachers of the retarded. Includes 13 references. (DB) with normal hearing parents. In addition, no differences were found between children of deaf parents who had deaf grandparents and children of deaf parents with hearing grandparents. Children who functioned as their parents primary mediators did not demonstrate higher levels of social cognitive functioning as compared to non-mediator children. Non-mediator adolescents revealed lower self-concept scores in relation to their feelings as a family member, compared to children of deaf parents who identified themselves as mediators. (Includes 13 references) (JDD)

ED 334 805 EC 300 551

Minisman-Chin, Linda; And Others
Crack/Cocaine: An Overview and Directory.
PUB DATE- 91
NOTE- 204p.; M.S. Project Seminar, City University of New York.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- At Risk Persons; Cocaine; *Congenital Impairments; *Crack; *Drug Abuse; Drug Addiction; Early Intervention; Elementary Secondary Education; Models; *Prenatal Influences; Preschool Education; Prevention; Resources; *School Role; *Special Health Problems; Teaching Methods

This compilation presents background information and a resource directory concerning the growing dilemma of crack-exposed infants. Information on the incidence of crack use among women of child-bearing age is reviewed. The effects of crack on young children are outlined, and ways in which parents, educators, and other professionals can help these children towards a normal lifestyle are explored. The document includes a glossary, a list of possible effects of prenatal exposure to cocaine and alcohol, prevention strategies, intervention strategies, treatment and rehabilitation approaches, the role of the school in working with substance-abused children, a description of a model program, a reprint of selected pages from a report of the Hillsborough County (Florida) Public Schools titled "Strategies for Teaching Young Children at Risk and/or Prenatally Exposed to Drugs," and a reprint of "Today s Challenge: Teaching Strategies for Working with Young Children at Risk due to Pre-natal Substance Exposure" prepared by the Los Angeles (California) Unified School District. The following types of resource information are provided in an appendix: (1) a list of state and territorial resources in the areas of drug abuse and mental health; (2) toll-free drug hotline numbers; (3) a list of federal agencies; (4) a list of national organizations; and (5) a list of information services with toll-free telephone numbers. Includes approximately 50 references. (JDD)

ED 334 806 EC 300 606

Berger, Sandra L.
Developing Programs for Students of High Ability. ERIC Digest #E502.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 3p.

instruction in basic physiology and first aid. The instructional materials were developed for use with limited-English-proficient high school students, but are suitable for high school first aid classes because of their simplified English and format, sequential organization, detailed table of contents, line illustrations, and practical and written exercises accompanying each topic. Unit topics include: the circulatory system; the respiratory system; the skeletal system; an introduction to first aid; bleeding; dressings and bandages; specific injuries; shock; poisoning; artificial respiration; choking and swallowed objects; burns; frostbite and freezing; heat stroke, heat exhaustion, and heat cramps; bone and joint injuries; sudden illness; and moving a victim from a dangerous place. Units contain up to 25 subtopics, each with illustrations and exercises. The accompanying teaching guide contains a section on procedures, techniques, and strategies for use of the instructional materials, and answer keys for each unit. (MSE)

ED 334 827 FL 019 273

Science and Second Language Learners. Sample Units on Kinaesthetic Senses; Matter; Electricity.
PUB DATE- 86
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; *English (Second Language); Foreign Countries; *Kinesthetic Perception; *Physics; *Science Instruction; Secondary Education; Second Language Instruction
IDENTIFIERS- *Content Area Teaching; New Zealand (Wellington)

The results of a Wellington (New Zealand) project to develop science instruction materials for teachers with non-native learners of English are presented. The first section describes the project, which involved the collaboration of science teachers and English-as-a-Second-Language (ESL) specialists, offers general guidelines for language learning in science classes, presents panel responses to science and ESL teachers questions, and includes a 36-item bibliography on English throughout the curriculum and science and ESL teaching materials. The three subsequent sections are sample instructional units on the kinesthetic senses, matter, and electricity. The unit on kinesthetic senses consists of a sequence of classroom activities, each annotated with advice and information related to ESL learners. It contains an original worksheet, a vocabulary list and notes, an annotated worksheet, and notes to the teacher. The unit on matter includes three pre-tests, instructional outlines for introducing and applying new information, notes on evaluation, guidelines for working with ESL science learners, and teacher notes on pre-testing. The electricity unit contains a series of sample visual aids, annotated for teacher use, on simple circuits, symbols, and electron flow. The last two pages suggest cultural, linguistic, and cognitive aspects of classroom instruction for the teacher to consider. (MSE)

ED 334 828 FL 019 274

Lemke, J. L.
Science, Semantics, and Social Change.
PUB DATE- Apr 91

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Case Studies; *Definitions; Educational Improvement; *Functional Literacy; *Labeling (of Persons); *Literacy Education; Motivation; *Student Characteristics

A study described and analyzed the uses of literacy at school, home, and work of two working adults labeled functionally illiterate, as measured by a score of 5.0 or less on a standardized reading test. Data were collected over an 18-month period by observation at five sites, which included the classroom, work sites, and homes of the participants. Data collected and analyzed included field notes, researcher memos, transcripts of audiotapes, documents, personal records, and information interviews. The study found that school was a place where judgments and assumptions were made about the participants. Judgments and assumptions were based on standardized test scores and affected the curriculum, teaching practices, class placement, and labeling of these adults. The school programs underestimated and misunderstood these adults and limited access to knowledge, mobility, and power. Five factors describing these adults were identified: resource networks, goal orientation/motivation, self-direction/independence, uses of literacy, and success. The study concluded that the integration of these factors into an educational program for working adults would result in improved instruction and greater program success. (The document includes 116 references and six appendixes containing documents used by the two case study subjects.) (Author/KC)

ED 334 354 CE 058 196

Simon, June; And Others
GAIN Appraisal Program IV. Fourth Report.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.
PUB DATE- 90
NOTE- 105p.; For related documents, see ED 297 819 and ED 308 297-298.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Literacy; Adults; Basic Skills; *Educational Assessment; Functional Literacy; Listening Skills; Literacy Education; Mathematics Skills; Participant Characteristics; Reading Skills; State Legislation; State Programs; *Test Use; *Welfare Recipients
IDENTIFIERS- *California; *Greater Avenues for Independence

The Greater Avenues for Independence (GAIN) legislation in California mandated a full range of employment-related training and supportive services designed to provide welfare program applicants and recipients with the skills needed to acquire unsubsidized employment through education and training. Tests to assess the basic reading, mathematics, and functional listening comprehension skills of GAIN participants were developed over 6 years; the GAIN Appraisal Program now contains scores of 191,863 GAIN clients in 58 counties in California for July 1986-April 1990. Some of the results of the data collection include the following: (1) in the GAIN study population, 64.2 percent are female and 35.8 percent are male; (2) more than two-thirds of the GAIN participants are under 35 years old; (3) participants are mainly White (45 percent),

NOTE- 26p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Check Lists; Competency Based Education; Core Curriculum; Daily Living Skills; *Employment Interviews; *Job Application; *Job Search Methods; Labor Standards; Money Management; *Occupational Safety and Health; Resumes (Personal); Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Vocational Education
IDENTIFIERS- Mississippi

A standardized curriculum is provided for an apprenticeship course for the secondary vocational education program in Mississippi. The course consists of seven units: course overview; job data--forms; the interviewing process; work/life skills; managing resources; industry regulations; and on-the-job health and safety. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist combining all unit performance standards into a single list is included. (YLB)

ED 334 374 CE 058 389

Standardized Curriculum for Automotive Body Repair.
PUB DATE- Jun 89
NOTE- 57p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Auto Mechanics; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Finishing; Hand Tools; Motor Vehicles; *Painting (Industrial Arts); *Repair; Safety; Secondary Education; *Sheet Metal Work; State Curriculum Guides; *State Standards; Student Evaluation; Trade and Industrial Education; Welding
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: automotive body repair I and II. The nine units in automotive body repair I are as follows: introduction; related information; basic tool usage and safety; body and frame construction; basic sheet metal repair; preparing for refinishing; welding; fasteners and interior trim; and detailing. Automotive body repair II consists of eight units: safety (review and reinforcement); damage estimating; body and frame construction; welding; major metal repair; refinishing; hardware, glass, and trim; and detailing. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 375 CE 058 390

IDENTIFIERS- Mississippi

Standardized course titles and core contents for seven marketing and cooperative vocational education courses in Mississippi are provided: (1) marketing education, part one; (2) marketing education, part two; (3) fashion merchandising; (4) marketing cooperative education, part one; (5) marketing cooperative education, part two; (6) diversified occupations cooperative education, part one; and (7) diversified occupations cooperative education, part two. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

ED 334 395 CE 058 410

Standardized Curriculum for Metal Trades.
PUB DATE- Jun 89
NOTE- 55p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; Hand Tools; *Machine Tools; Metals; *Metal Working; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Trade and Industrial Education; Vocational Education; *Welding
IDENTIFIERS- Mississippi

This curriculum guide for the metal trades was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all metal trades programs in the state. The guide contains objectives for Metal Trades I and II courses. Units in Metal Trades I cover the following topics: orientation; basic and related technology; hand and bench work; power saws and drilling machines; basic oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding; basic machine shop; and basic sheet metal repair. Units in Metal Trades II cover advanced sheet metal, advanced welding, and advanced machine shop. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 396 CE 058 411

Standardized Curriculum for Home Economics (Occupational).
PUB DATE- 88
NOTE- 142p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Behavioral Objectives; Check Lists; *Child Care Occupations; Clothing Instruction;

the experience of the project included the following: (1) all agencies should be aware of the publication, "Ohio s Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio"; (2) vocational programs should be organized according to labor market trends; (3) articulation agreements should be made; (4) students should make individual career plans; (5) coordination with other agencies should be pursued; and (6) intake and assessment should be improved. An external evaluation by a consultant used a survey of regular luncheon meeting participants of the coordination program for evaluation input and interviewed five participants. Surveys were given to 30-40 persons; only 10% returned them. The results of the evaluation were overwhelmingly positive. Respondents and the evaluator rated the program as worthwhile, since five of the original seven objectives of the project were met and a sixth objective was in the process of being achieved. The consultant recommended that the network be sustained and that a directory of agencies be developed. (KC)

ED 334 416 CE 058 442

Toledo Area Private Industry Council SDA #9. Welfare Coordination Project. Final Report.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Feb 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adults; *Agency Cooperation; *Community Programs; *Coordination; *Employment Programs; Federal Programs; *Job Training; Postsecondary Education; Program Effectiveness; Program Implementation; Program Improvement; *Welfare Recipients
IDENTIFIERS- *Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982; Ohio (Toledo); Private Industry Councils

The Toledo Area Welfare Coordination Task Force, coordinated by the Private Industry Council and funded by the Job Training Partnership Act, brought together more than 20 community leaders representing private and public organizations that have a role to play in implementing the Job Opportunities and Basic Skills (JOBS) program in Lucas and Wood Counties, Ohio. From January through June 1990, the Task Force held 6 monthly meetings at which members learned the facts of the JOBS program from federal, state, and local sources; identified operational problems; coordinated efforts to avoid duplication; and set a goal of a coordinated, streamlined system of education, employment, and related supportive services. A consultant recommended continuing the Task Force and making it a focus of welfare reform and improved methods of service delivery. Work group actions and recommendations and the consultant s recommendations were recorded in the areas of access and employability planning, case management, marketing and job development, and research and information. An evaluation was made of the task force s accomplishments; 15 respondents ranked most achievements as average to good. (KC)

ED 334 417 CE 058 466

Agribusiness Management and Operation. Instructional Materials Developed for Iowa Agricultural Science, Technology and Marketing Teachers.

Contemporary Farm Power and Equipment. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jul 88
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Articulation (Education); *Competency Based Education; Criterion Referenced Tests; *Curriculum Development; Engines; *Instructional Materials; Postsecondary Education; Power Technology; Secondary Education; State Curriculum Guides; Technological Advancement
IDENTIFIERS- Arkansas

Modern, innovative, and emerging technologies in farm power and equipment for secondary and postsecondary vocational agriculture programs were developed, field tested, and disseminated through a 3-year project in Arkansas. During the project, a needs assessment survey was sent to 272 vocational agriculture teachers in the state asking which areas of farm power and equipment they were teaching and the importance of each, as well as curriculum areas that were not being taught but should be. A nationwide search was then conducted for technologies and curricula. Based on the survey results, competency-based, criterion-referenced curriculum materials were developed for secondary programs and postsecondary programs; one curriculum covered the farm power portion of the subject matter, and the other the farm equipment topics. Materials were field tested, evaluated, and modified; and a competency-based, criterion-referenced curriculum guide was disseminated for statewide implementation. Within the first year after dissemination of the curriculum guides, there was a marked increase in the number of high schools offering a semester-long course in farm power and equipment. (Appendixes include the farm power and equipment curriculum content outline and curriculum evaluation forms.) (KC)

ED 334 435 CE 058 500

Confinement Aquaculture. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jul 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Experiential Learning; *Fisheries; High Schools
IDENTIFIERS- *Aquaculture; Arkansas (Little Rock); *Catfish Farming; Confined Spaces

The Delaplaine Agriculture Department Confinement Project, begun in June 1988, conducted a confinement aquaculture program by comparing the growth of channel catfish raised in cages in a pond to channel catfish raised in cages in the Black River, Arkansas. The study developed technology that would decrease costs in the domestication of fish, using existing resources such as abundant lakes and rivers to increase food production, with a high volume alternative to the dietary market. The purpose of the project was to initiate a program that would provide vocational teachers and students with an opportunity to improve their competencies through structured, hands-on

Education; *Financial Support; Foreign Countries; *Government Role; Institutional Cooperation; *Job Training; *Policy Formation; Postsecondary Education; *Private Sector; Vocational Education

IDENTIFIERS- *World Bank

Skilled workers are needed in developing countries to facilitate economic development and to respond to a changing economy. Training is often provided by private employers, but governments must continue to play a role to help train workers in companies too small to provide training, and because training benefits society in ways too remote for employers and employees to pay for. Public training policies in developing countries can be designed to create strategies ensuring that the skills needed by the economy are developed and that equity objectives for the poor and socially disadvantaged are effectively addressed. The key elements of this approach include strengthening primary and secondary education, encouraging private sector training, improving effectiveness and efficiency in public training, and using training as a complement to equity strategies. The World Bank has been the largest single source of international financial support for skills training. Five actions will improve the quality of World Bank support for skills training: (1) analysis of the economic context of training, including labor market training, should be improved and used in formulating national strategies; (2) lending for prevocational courses should be replaced by programs to strengthen quality and access in academic secondary education; (3) lending should address the policy changes needed to create a favorable economic climate for private training; (4) lending should improve the efficiency of public training; and (5) training should require development of long-term strategies for the evolution of governments role in training and should encourage broad-based coordination of donor support. (177 references) (KC)

ED 334 455 CE 058 548

Smith, Michael R.

Liability for Failure To Provide AIDS Training.

PUB DATE- Jul 90

NOTE- 6p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Confidentiality; *Correctional Institutions; *Inservice Education; *Legal Responsibility; Prisoners; *Privacy; Professional Training; Public Health Legislation

The U.S. Constitution guarantees a right to privacy that requires deputies and jailers to avoid the unnecessary disclosure of sensitive information about a person. This privacy right especially covers Acquired Immune Deficiency Syndrome-related (AIDS) information, and it even protects the immediate family of persons infected with human immunodeficiency virus (HIV). The right to privacy is not absolute, but sheriffs and jailers must have a compelling reason before they reveal that a person is infected. This right to privacy is not surrendered or waived because an inmate tells a jail officer about his or her medical condition. HIV is not transmitted through everyday casual contact, and there is no reason for the information to be public. Federal courts will base their decisions about AIDS-related practices and policies on the most recent medical or past performance. The controversy over the definition of underachievement is discussed, and a model for creating hypotheses about underachievement is presented. Chapter 4 approaches the dilemma of finding the right college for the gifted student. The year-by-year planning schedule for college decision making, developed by Sandra Berger of the Council for Exceptional Children is summarized here as well. Chapter 5 describes the major problems in career decision-making that bright students encounter, and chapter 6 describes the special problems gifted females encounter in their academic and career development. Chapter 7 explores the research on the psychological adjustment of the gifted and talented as well as the specific psychological problems that may interact with giftedness. The final chapter shows how guidance services can be designed and how the counselor can learn effective techniques for helping gifted students. (LLL)

ED 334 474 CG 023 489

Statement on Counselor Competencies.
PUB DATE- Jan 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Admissions Officers; *Counselor Qualifications; Counselor Training; Elementary Secondary Education; Higher Education; School Counseling; *School Counselors

The National Association of College Admission Counselors (NACAC) believes there is a basic body of knowledge and fundamental skills one must possess to be effective in counseling students as they progress through school and make decisions regarding their postsecondary educational alternatives. Competencies common to school counselors and admission counselors at the college and university level include: (1) possession and demonstration of exemplary counseling and communication skills; (2) ability to understand and promote student development and achievement; (3) ability to facilitate transitions and counsel students toward the realization of their full educational potential; (4) ability to recognize, appreciate, and serve cultural differences and the special needs of students and families; (5) demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities; (6) ability to develop, collect, analyze, and interpret data; and (7) demonstration of advocacy and leadership in advancing the concerns of students. In addition to these, school counselors must possess the ability to organize and integrate the precollege guidance and counseling component into the total school guidance program. The admission counselor at the college and university level must possess the ability to organize and support a college admission counseling program. NACAC believes that the responsibility for the design of specific curricula for the teaching of the knowledge and skill areas leading to these competencies belongs to the training agent. (LLL)

ED 334 475 CG 023 490

Guidance and Counseling: A Shared Responsibility.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English

personal, and career concerns of Khmer refugees. This includes having information about Khmer culture; emphasizing client strengths; providing opportunities for clients to discuss their perspective; describing treatment approach and rationale; focusing on concrete problems; and not violating traditional beliefs and values. (ABL)

ED 334 494 CG 023 509

Irwin, Ruth Ann C.; And Others
Does Relational Efficacy Index Interactional Behaviors Associated with Marital Satisfaction across the Transition to Parenthood?
SPONS. AGENCY- Catholic Univ. of America, Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Society for Research in Child Development Biennial Meeting (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Marital Satisfaction; Parents; Predictive Validity; *Problem Solving; *Spouses
IDENTIFIERS- *Relational Efficacy (Marriage)

Many couples suffer a decline in marital satisfaction over the transition to parenthood. Previous research indicated that a couple s relational efficacy (a measure of a couple s belief in their ability to solve problems) before the birth of their first child was one of the strongest predictors of their marital satisfaction after the birth. This study investigated the correlation between couples (N=33) behaviors and the specific efficacy rating given to the topic they were discussing. Relational efficacy was assessed by giving couples a list of 12 specific topic areas where married couples commonly have disagreements, for example, in-laws or money. Results indicated that: (1) relational efficacy was strongly correlated with couples problem-solving behaviors; (2) when both specific relational efficacy and the probability of husband and wife problem-solving behaviors were used to predict changes in marital satisfaction, the variance which they accounted for overlapped, implying that relational efficacy predicted change in marital satisfaction because it was related to couples problem-solving behaviors; and (3) several problem-solving behaviors were strong predictors of change in marital satisfaction, with wife emotional validators and husband problem-solving facilitators predicting increased satisfaction, while husband problem-solving inhibitors and husband depressives predicted decreased satisfaction. (ABL)

ED 334 495 CG 023 510

Boley, Ellen
Homeless Families, Children, and Youth in Stanislaus County--Problems and Solutions.
PUB DATE- 18 Jul 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coordination; Counseling Services; Educational Needs; *Homeless People; Individual Needs; *Public Policy; Social Problems; Social Services
IDENTIFIERS- *California (Stanislaus County)

often do not pick up skills from their environment as easily as some of their peers. They often need to be specifically taught behaviors that other children seem to pick up naturally. These youngsters need to learn to turn Elementary Secondary Education the urge to get up. The child also needs to learn how to match body motions to the requirements of the situation. These youngsters need to be given the opportunity to meet success and, hopefully, with these successes a positive self-image will develop. The counselor may be asked to fill a number of roles in adjusting the environment so successes are possible. Statistics show that the number of FAS and FAE children is growing. Society needs to work on eliminating this preventable birth defect, yet, must be prepared to meet the challenge of helping those affected to reach their potential and to have happy, productive school experiences. (LLL)

ED 334 515 CG 023 530

Aging in a Multicultural Canada: A Graphic Overview = Le Vieillissement dans un Canada Multiculturel: Apercu Graphique.
PUB DATE- 88
NOTE- 145p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Census Figures; *Cultural Pluralism; Ethnic Distribution; *Ethnic Groups; Ethnic Origins; Foreign Countries; *Immigrants; *Individual Characteristics; Minority Groups; Multilingual Materials; Official Languages; *Older Adults
IDENTIFIERS- *Canada

This document, in English and French, provides a graphic overview of statistical data on aging and ethnicity in Canada. Most of the information was drawn from 1981 and 1986 census figures and immigration statistics. Part 1, "Multicultural Canada," provides background information on the multicultural nature of the population. One map and three graphs illustrate the regional distribution of ethnic groups, group sizes, the ethnic composition of selected urban areas, and the variety of mother tongues. Part 2, "Aging Multicultural Canada," relates ethnic group diversity to characteristics important in the consideration of aging. Eight graphs illustrate the following topics: (1) age discrimination within ethnic groups; (2) the ratio of the senior population to the working population; (3) the number of female seniors in urban areas; (4) the marital status and living arrangements of seniors; and (5) the countries-of-origin of Canadian-born and foreign-born seniors. Part 3, "Immigrant Seniors," examines seniors immigration to Canada. Six graphs illustrate the number of immigrant seniors by year of arrival; the top 10 countries-of-origin; the proportion of immigrant seniors by country-of-origin; the official language ability of immigrant seniors; and the gender distribution and marital status of immigrant seniors. Nineteen tables of statistical data are appended. (FMW)

ED 334 516 CG 023 531

Scott, Lori T.
Chronic Pain Patients: Implications for Rehabilitation Counseling.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English

be married. There is substantial evidence that the basic sense of gender identity is established in early childhood. Many men describe actions as good providers and protectors for their families as evidence of their masculinity. Many women define their femininity in terms of their actions as nurturing mothers and wives. Whatever gender-incongruent qualities are acknowledged are evaluated within the context of one s basic masculinity or femininity. Quantity and quality of care available to elders reflects the persistent gender structures of society s social arrangements and individuals personal gender identity. (LLL)

ED 334 534 CG 023 551

Rauch-Elnekave, Helen
Teenage Motherhood: Its Relationship to Unidentified Learning Problems.
PUB DATE- 17 Aug 91
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cognitive Development; *Early Parenthood; *Infants; Language Acquisition; Learning Problems; *Mothers; *Pregnancy; Public Policy; Self Esteem

This study examined characteristics of a group of adolescent mothers and their infants who participated in an intervention program run by a public health department. The subjects were administered a structured interview and a measure of self-esteem, and efforts were made to obtain their school records from local public schools. The Mental Scale of the Bayley Scales of Infant Development was administered to infants at their 9- and 18-month clinic visits. California Achievement Test results suggested the presence of academic weaknesses in reading and language skills, likely weak enough to have warranted special education services if these deficiencies had been diagnosed while the girls were still in school. No evidence of impaired self-esteem was found. Although contradictory findings regarding the self-esteem of adolescent mothers exists in the literature, this finding may have reflected genuine increases in self-esteem following the birth of their babies. Evaluation of the infants performances confirmed previous findings that the children of adolescent mothers may be at risk for developmental delays. Although language abilities and social skills appeared to represent relative weaknesses for the infants in this study at all ages, cognitive skills were initially strong before one year and appeared to show some decline with age. The results of this study call into question current federal policy that favors the promotion of sexual abstinence as the primary method for preventing teenage pregnancy. If adolescent motherhood is not an accidental occurrence but in fact reflects a maladaptive response to complex and serious social problems, present federal policies would appear to be misguided. A contributing factor is also held to be the failure of public school systems to deal effectively with these adolescents academic needs. (LLL)

ED 334 535 CG 023 552

O Farrell, Timothy J.

reports, and technological developments, this series of four project information updates reports on a variety of issues relating to student achievement. The first update reports some recent work in facilitating student achievement in reading, writing, thinking, using technology, and school, parent, student, and community partnerships. The second update describes six programs representing a sample of programs that have changed to improve student achievement in reading. The third update interviews five people regarding their experiences with issues surrounding technology in the schools. The fourth update (the last in the series) focuses on two staff development efforts designed to help teacher educators and staff developers use cutting-edge research and practice-based information about instructional approaches that improve student achievement. In addition, an inservice workshop on thinking skills, and four staff development workshops on classroom assessment are also discussed. (RS)

ED 334 556 CS 010 646

Critical Thinking. Special Collection Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 52p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Brain Hemisphere Functions; Critical Reading; *Critical Thinking; Elementary Secondary Education; English Instruction; Higher Education; Metacognition; Semiotics; Television Viewing; *Thinking Skills

Designed to help practitioners become more familiar with the underpinnings, currents, pros and cons, and research studies produced by the critical-thinking movement in the United States, this special collection offers eight digests and three FAST (Focused Access to Selected Topics) annotated bibliographies concerning critical thinking at all educational levels. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 557 CS 010 647

Weaver, Connie
Weighing Claims of "Phonics First" Advocates.
PUB DATE- 28 Mar 90
NOTE- 8p.; First appeared in "Education Week," March 28, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Educational Trends; Elementary Education; *Phonics; *Politics of Education; *Reading Instruction; *Reading Research; Research Utilization; Sight Method; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues; Reading Theories

on collaborative learning, the instructor provided the students with a series of questions for the essays to be discussed. Students answered the questions before coming to class and then participated in small group discussion based on the questions. The questions were written so that there was one from each of the domains of Bloom s taxonomy. Since there were four different question sheets for each essay and four students per small discussion group, each student in a group had a different sheet of questions and thus a sense of authority. While some students still did not participate in class, many students improved the content of their essays and more students participated in large group discussions. In another diverse, yet vociferous English 101 class, students initiated and directed classroom discussion. Groups of three students presented an essay from the textbook to the class. These student presentations were an outstanding success. Using these strategies, even the quiet students participated in class discussions. (RS)

ED 334 577 CS 212 935

Belanger, Kelly
Gender and Teaching Academic Discourse: How Teachers Talk about "Facts, Counterfacts, and Artifacts."
PUB DATE- Mar 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Higher Education; Interviews; *Sex Differences; *Teacher Attitudes; *Teacher Behavior; Writing Research
IDENTIFIERS- *Academic Discourse; Teacher Surveys

An exploratory study examined how gender might be connected with differences in how teachers of basic writing talk about their version of the course which David Bartholomae and Anthony Petrosky describe in their book "Facts, Counterfacts, and Artifact: Theory and Method for a Reading and Writing Course." Subjects, five male and five female composition instructors with varying degrees of experience in teaching the "Facts" curriculum based on the book, responded to a series of open-ended questions, including questions dealing with their teaching experiences, initial reactions to the course, changes they would like to make, definitions of academic discourse, and the way their gender affected the way they teach or feel. Transcripts of the interviews were analyzed to determine the degree to which the teachers interpretations of the "Facts" course emphasizes one or the other of the two parts (intellectual practice or stylistic conventions) of academic discourse. Transcripts were also analyzed for any connection between teachers gender orientation (masculine, feminine, androgynous, and undifferentiated) and their various readings of the "Facts" course. Results indicated that while the course has a richness that allows interpretation, fewer than half the subjects saw an invitation to creative interpretation in the Bartholomae-Petrosky text. Results also indicated that the teachers who did perceive it that way were mostly female, were always people who had taught the course more than once, and were the most androgynous individuals in the group. (Seven notes are included and 11 refernces are attached.) (RS)

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *English Instruction; Literature; *Literature Appreciation; *Reader Text Relationship; Research Utilization; Secondary Education; Theory Practice Relationship
IDENTIFIERS- *Aesthetic Reading; ERIC Digests

The teaching of literature is not well understood in American schools, nor has there been any major change in conceptualizing secondary school literature instruction in the past 25 years. In addition, study of how students come to understand literature parallel to the study of the writing process is almost nonexistent. For the past few years, Judith Langer has been developing an underlying theory for the teaching of literature based on her study of the nature of literary understanding. Her studies show that during reading, there are a series of relationships the reader takes toward the text: (1) "being out and stepping into an envisionment"; (2) "being in and moving through an envisionment"; (3) "stepping back and rethinking what one knows"; and (4) "stepping out and objectifying the experience." Readers understanding of literary texts seems to be constrained by their notions of human (or imaginary) possibility, while their understanding of non-literary texts seems to be constrained by their perceptions of the topic. The notions of stances and orientations toward meaning provide useful guidelines for teachers to use in support of students processes of "coming to understand." (RS)

ED 334 596 CS 212 971

Bowers, Bradley R.
Toward Decentralizing the Study of Literature, or Who Do We Think We Are?
PUB DATE- Mar 91
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *Critical Theory; *English Curriculum; *English Departments; Higher Education; *Literary Criticism; Literary History; Politics of Education; Writing Instruction
IDENTIFIERS- Educational Issues; *English Teachers; Literary Canon

As English departments face the 90s and beyond, the pressure will only rise to define and justify the role of the English professor in the academy. Three current debates suggest the indeterminate future of English departments, which now represent a multi-faceted discipline. First, the canon debate must be resolved; second, the teaching role of the old "English" department must be defined; and third, the place of theory in the "English" department must be determined. Regarding the third point, since the intrusion of both linguistic and theoretical studies threatens the historical foundations and the raison d etre of the traditional English department, a split must be made between literary history and critical theory, perhaps on a department level. Regarding the second point, since writing is an integral and adapted skill to every discipline on campus, there is no real reason why the literature department should assume it can or should teach writing at all. Finally, the "new" canon must be allowed to separate itself from the "old" canon, and the free market of understanding through attempting to apply this model to the ongoing process of development of a number of beginning TAs. The study may provide TA supervisors with some factors to take into account as they consider supervisory strategies, and may also lead to refinements in a model of TA development. (Eighteen references are attached.) (PRA)

ED 334 616 CS 507 519

Noor Al-Deen, Hana S.
The Single European Act for 1992 and U.S. Television Programming.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Foreign Countries; Futures (of Society); *Global Approach; Higher Education; *International Trade; Media Research; *Programing (Broadcast); *Television
IDENTIFIERS- Cultural Hegemony; *European Economic Community; United States; World Views

Global exports of television programs have been dominated by U.S. companies. Most of their exports are sold to Western European countries. Such a large influx of imports brings with it cultural values that can subvert the indigenous culture and may lead to cultural hegemony. To reach some balance with the United States in the cultural/media import/export of television programs, the European Economic Community has adopted "Television Without Frontiers" or "Broadcast Directive." This directive is one of the outgrowths of Single European Act (SEA-92). Examining the impact of this directive on U.S. television programs, while taking into account the increased global market, less favorable trade arrangements, and cooperation or agreements between U.S. and European firms, leads to the inescapable conclusion that U.S. television production companies must learn to think in global terms. They should: (1) make themselves at home in all three of the world s most important markets--North America, Europe and Asia; (2) develop new products for the whole world; (3) overcome parochial attitudes; and (4) find allies in markets that they cannot penetrate on their own. It appears that "Television Without Frontiers" is indeed stimulating United States television production companies to seriously consider the benefits of tailoring their programs for audiences on both continents. (Forty-four references are attached.) (Author/PRA)

ED 334 617 CS 507 520

Dixson, Marcia D.
Mothers and Their Sons: Everyday Communication as an Indicator and Correlate of Relationship Satisfaction.
PUB DATE- May 91
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Conflict; *Interpersonal Communication; *Mothers; *Parent Child Relationship; *Satisfaction; *Sons

Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Finance; Elementary Secondary Education; Employer Employee Relationship; Equal Education; Federal Aid; Legal Problems; Legal Responsibility; *Private School Aid; Private Schools; Public Schools; School District Spending; School Funds; *School Law; *School Taxes; State Aid; State Legislation; *Tax Allocation

In 1989, federal appellate courts ruled on issues regarding a state s role in financing a court-ordered desegregation plan, and the use of federal funds for vocational rehabilitation and Title I programs. State supreme courts decided on the constitutionality of four states school financing schemes and, in a fifth state, on distribution of federal impact aid funds. School tax cases concerned the use of revenues for unused vacation pay and salaries of assistant tax assessors. Cases discussed in this chapter fall under three major topics: (1) public funds for private schools; (2) sources and allocations of public school funds; and (3) school tax issues, including tuition, tax assessment and collection, tax exemptions and deductions, tax revenue disbursement, bond issuance, and delinquent school taxes. (MLF)

ED 334 638 EA 022 972

Hendrickson, Robert M.; Finnegan, Dorothy E.
Higher Education.
PUB DATE- 90
NOTE- 54p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1990. National Organization on Legal Problems of Education, 1990 (EA 022 964).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Dismissal (Personnel); Due Process; *Employer Employee Relationship; *Equal Opportunities (Jobs); *Faculty College Relationship; *Higher Education; Legal Problems; *Legal Responsibility; Postsecondary Education; School Law; Student Rights; Teacher Rights; Tenure; Torts

Themes in 1989 higher education case law reflect the difficulty in reducing the federal deficit, increased service demands on state budgets, and an economic condition of marginal growth. The interpretation of constitutional rights in relationships between the institution and students, employees, and communities continues to be heavily litigated. Cases dealing with contracts, copyright, patents, and antitrust prohibitions point to the growing business-university relationships. Cases discussed in this chapter are organized under seven major topics: (1) intergovernmental relations; (2) discrimination in employment; (3) faculty employment; (4) administrator and staff termination; (5) all employees; (6) students; and (7) liability. (MLF)

ED 334 639 EA 022 980

Ram, Rati
Public Educational Expenditures in Industrialized Countries: An Analytical Comparison. MacArthur/Spencer Series Number 19.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Employer Employee Relationship; *Prevention; School Law; *School Policy; *Sexual Harassment; Teacher Administrator Relationship

The need to understand the basic law and to adopt clear policies applicable to sexual harassment is particularly important given the problem s sensitive nature and potential liability to school districts. This monograph is designed to assist school attorneys and administrators in understanding the law regarding sexual harassment of employees and students and to serve as a guide for preventative measure and policy development to reduce the incidence of sexual misconduct and respond appropriately to harassment claims. The first section provides an overview of the 1986 Supreme Court Decision "Meritor Savings Bank v. Vinson," followed by brief descriptions of 43 sexual harassment cases that can be used for further reference. Next, post-"Meritor" developments in sexual harassment laws are discussed. The third section outlines practical advice on handling sexual harassment in schools. Appendices A through F contain a copy of the "Meritor Savings Bank v. Vinson" decision, Equal Employment Opportunity Commission (EEOC) guidelines on sexual harassment, EEOC policy guidance for sexual harassment issues and sexual favoritism, the U.S. Department of Education s booklet on sexual harassment of students, and sample policies on sexual harassment of employees and students. (EJS)

ED 334 659 EA 023 133

Bailey, Albertina
School Finance Litigation: A Renewed Impulse for Reforms.
PUB DATE- Mar 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); *Educational Finance; *Educational Legislation; Educational Responsibility; Elementary Secondary Education; *Finance Reform; Financial Problems; Legal Responsibility; Politics of Education; Property Taxes; School Funds; School Law; State Federal Aid; State School District Relationship; Tax Allocation

This document analyzes the highlights of school finance litigation, including early attempts at convincing the U.S. Supreme Court to declare education as a fundamental right guaranteed by the U.S. constitution, and recent arguments that have shifted the responsibility for delivering education entirely to the states. Cases described include: (1) "Serrano v. Priest"; (2) "San Antonio Independent School District v. Rodriguez; (3) "Robinson v. Cahill"; (4) "Lujan v. Colorado State Board of Education"; (5) "Pauley v. Kelly"; (6) "Britt v. North Carolina"; (7) "Abbot v. Burke"; (8) "Kukor v. Grover"; (9) "Dupree v. Alma School District No. 30"; (10) "Edgewood Independent School District v. Kirby"; (11) "Helena Elementary School and (12) "Rose v. Council for Better Education." Traditional applications of state constitution equal protection provisions and decisions made regarding funding disparities are explored. Appended are a list of significant litigation that

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Environment; *Educational Improvement; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Participative Decision Making; *School Restructuring; Student Behavior; *Student Leadership; *Student Participation; Student Reaction; Student Responsibility; *Student Role; *Student School Relationship; Teacher Student Relationship

Reaching Success through Involvement (RSI) is a continuous improvement process through which schools can constantly restructure and create quality cultures through altering school roles and responsibilities of students, teachers, administrators, and parents as well as increasing student involvement. Previous papers have reported the results of the implementation of this unique restructuring process in 17 schools, and it is the intent of this paper to report additional findings about student involvement through RSI. For this purpose, data were collected through notes taken during interviews with 5 or 6 randomly selected student leaders in each of the 17 schools in the second year of RSI implementation. An analyses of the interview data showed that students had learned how to talk to teachers and administrators about school improvement, how to confront different aspects of school realities, how to work in teams with adults, how to get things done in an organization, and how to view school activities from teachers perspectives and play adult roles. Several recommendations are offered, among them that student leaders be extensively involved in school improvement. (16 references) (EJS)

ED 334 680 EA 023 161

Allen, Lew
Implementing Shared Governance: Models for Empowering Teachers.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Management Teams; *Organizational Development; *Participative Decision Making; Teacher Administrator Relationship; Teacher Influence; *Teacher Participation

Shared governance is an elusive concept for schools to grasp and put into action. For schools to move forward with shared governance implementation, they need to gain a clear, precise understanding of who is involved, what processes ensure that those targeted will actually be involved, what those individuals efforts should focus on, and what methods are used to inform the faculty of the results of their efforts in decision making. School staffs need a clear, fully operational process governing their efforts so that everyone in the school understands and follows the appropriate procedures for their collective actions. Every group that is involved in shared governance should understand whether its role is to advise or to actually make decisions. Group members can be appointed, elected, or asked to volunteer. The more people that are

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Crime Prevention; Educational Malpractice; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; *School Safety; *School Security; Student Rights; Violence

The school s responsibility to provide a safe learning environment for students is examined in this paper. Failure to take preventative measures may result in loss of government tort immunity and charges of negligence liability. A review of case law indicates a trend toward successful litigation by plaintiffs against school districts--a decline in sovereign immunity. A recommendation is that school districts have a professional and legal obligation to protect students and staff from foreseeable risk. Each district should determine its needs and provide protection in accordance with budget considerations and community perceptions. Some actions include student and faculty ID cards, conflict management training, improved control of access to facilities, policy procedures, victim support, and violent student management. (13 references) (LMI)

ED 334 703 EA 023 196

Newmann, Fred M.; And Others
National Center on Effective Secondary Schools: Final Report on OERI Grant No. G-008690007.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Mar 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Environment; *Effective Schools Research; High Risk Students; Quality of Working Life; *School Effectiveness; Secondary Education; *Student Participation; Student Placement
IDENTIFIERS- *National Center on Effective Secondary Schools

Findings of six projects conducted by the National Center on Effective Secondary Schools are presented in this report. The center s mission is to improve the academic achievement of all students, focusing on the disadvantaged and less successful. The first project described is the Clearinghouse on Academic Achievement, which presents an updated bibliography and synthesis of research relevant to school improvement. A second study, "Noninstructional Influences on Adolescent Engagement and Achievement," examines the ways in which family background, peer groups, workplace, and extracurricular activities affect student achievement and engagement. "The Stratification of Learning Opportunities in Middle and High School" explores ways in which student opportunities to learn through authentic discourse may mediate the effects of tracking and ability grouping on student achievement. Strategies for the promotion of higher order thinking in high school social studies and their constraints are investigated in "Higher Order Thinking in the High School Curriculum." Project 5, "Research on Programs and Policies To Serve At-Risk Students," studies special programs and community interventions to improve achievement and engagement of at-risk students. The sixth project, "Alternative Structures and the Quality of Teachers Worklife," analyzes the conditions and structures that promote teachers engagement in their work. Two figures and individual bibliographies are included, as well as agency information on dissemination and management procedures. Appendices include lists of publications

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Friendship; Income; Independent Living; Individual Needs; *Mental Retardation; Multivariate Analysis; *Normalization (Handicapped); Quality of Life; Recreational Activities; Social Adjustment; *Social Integration; Social Life; Young Adults
IDENTIFIERS- *Impairment Severity

This study assessed the community adjustment of 105 young adults (35 with mild mental retardation, 35 with moderate mental retardation, and 35 with severe/profound mental retardation). The data were analyzed with level of mental retardation serving as the independent variable and the following dependent variable measures: number of friends, variety of friends, recreation/leisure--social, recreation/leisure--community, recreation/leisure--home, income support, earned income, daytime activity, living arrangement, number of limiting factors, and number of support services. The hypothesis that no difference existed among level of mental retardation for the 11 dependent variables was rejected. Of 14 paired comparions conducted as follow-ups, seven were found to be statistically significant. The groups were differentiated on factors related to income, employment, and degree of independence in living arrangement. No significant differences across levels of retardation were found for social/network integration variables, and all groups appeared to participate at the same levels in social events outside of the home and in leisure activities within the home. (Includes 34 references.) (JDD)

ED 334 725 EC 300 460

Keller, Joyce
Self-Perception and the Grouping of Gifted Children.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Cognitive Ability; Elementary Education; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Interpersonal Competence; *Self Concept; *Self Esteem; Social Cognition

This study compared the cognitive, social, and global self-perceptions of gifted children, over the course of a school year, in three settings that represented increasingly higher concentration levels of exceptional cognitive ability and for increasingly extensive parts of the day. Subjects were 176 students in grades 3-5 from the following three settings: traditional heterogeneously mixed classrooms, a continuous progress school district, and a magnet school for math and science. Results indicated that increasing concentrations of high ability students were associated with lower cognitive self-perceptions. There was some indication of higher social perceptions in the magnet school. Overall sense of worth showed no program effects, lending support to its characteristic of being more globally influenced than is self-perception of cognitive ability. (Includes 16 references.) (JDD)

ED 334 726 EC 300 461

Rockwell, Dale L.

was also a problem area. Appropriate programs and services for bilingual and Native American students were seen as lacking. Other major issues identified were dropout rates, attendance and absences, cultural awareness, funding, communication between tribes and schools, substance abuse, fetal alcohol syndrome, and teenage pregnancy. Recommendations are offered in the areas of communication, program options, parent involvement, assessment, administration, dropout prevention, cultural awareness, and recruiting trained personnel. Appendices contain a summary of recommendations for consideration by Washington s Office of the Superintendent of Public Instruction, a table showing special education placement rates by district, a bibliography of 115 references, a list of other bibliographies and resource centers, and a set of interview summaries in tabular form. (JDD)

ED 334 746 EC 300 492

Glosser, Guila; And Others
Hyperlexia: A Case of Reading without Meaning.
PUB DATE- Feb 91
NOTE- 7p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (San Antonio, TX, February 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adventitious Impairments; Alzheimers Disease; Attention Deficit Disorders; Case Studies; Cognitive Processes; Congenital Impairments; Decoding (Reading); Hyperactivity; *Mental Retardation; Neuropsychology; Older Adults; Oral Reading; Phonology; *Reading Ability; *Reading Comprehension; *Reading Difficulties; Young Children
IDENTIFIERS- *Hyperlexia

Single word oral reading was systematically examined in a 6-year-old hyperlexic boy with mental retardation, attention deficit disorder, and hyperactivity. Reading performances were compared to those of normally developing readers and to those of patients with adult-onset alexias to test three hypotheses regarding the mechanisms of reading in hyperlexia. Part-of-speech, imageability, visual configuration, or orthographic regularity had no effect on oral reading. Skills for phonological decoding of all types of real words and for pseudowords that match frequent English orthographic patterns were at reading grade level, but reading was poor for pronounceable pseudowords that have no real word analogies in English. Written word comprehension depended completely on the ability to decipher words phonologically. There did not appear to be any independent contribution of semantics to reading, and reading proceeded primarily or exclusively through a direct phonological lexical route. In all respects the reading pattern in this case matches that of adult patients with generalized dementia of the Alzheimer s type who read without meaning. (Author)

ED 334 747 EC 300 493

Petty, Debra Martin; And Others
Best Practices in Supported Employment: A Study of the Tennessee Initiative.
SPONS. AGENCY- Tennessee State Developmental Disabilities Planning Council, Nashville.
PUB DATE- Feb 91

assessment/intervention; a checklist for pre-assessment planning; the assessment report format for the Brazelton Neonatal Behavioral Assessment Scale; the information provided to parents in obtaining their consent for investigational study; post-assessment interview guidelines; procedures for parent interviews at the 9- and 12-month assessments; and final interview questions. Includes 50 references. (DB)

ED 334 766 EC 300 512

Taulbee, Dianne R.; And Others
Emotionally Impaired Secondary Curriculum.
PUB DATE- 86
NOTE- 132p.; For the secondary curriculum, see EC 300 513.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Classroom Techniques; Eligibility; *Emotional Disturbances; Instructional Materials; Intermediate Grades; Middle Schools; Referral; Secondary Education; *Secondary School Curriculum; Special Classes; Student Educational Objectives; *Student Placement
IDENTIFIERS- Jackson County Intermediate School District MI

This curriculum guide presents principles for teaching emotionally impaired (EI) secondary students in the Jackson County Intermediate School District in Michigan. The first chapter examines management of programs for this population, developing and maintaining relationships, professional development, understanding emotional disturbance, classroom climate and process, and therapy/change systems. Entrance and exit criteria are then considered, including referral and eligibility for EI certification and requirements for EI classroom placements. Brief job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker are provided. The classroom environment is then considered, including safety, classroom climate and organization, room arrangement, limit setting and class rules, and group interaction. A chapter each is devoted to middle and high school program overviews and behavior management systems. Specific annual and short-term instructional objectives for students in EI programs are listed. Fourteen appendixes include program forms, criteria for social maladjustment, a mainstreaming checklist, a listing of instructional materials by subject, listings of high school courses and graduation requirements, the model used in programming for EI students, and publishers addresses. (DB)

ED 334 767 EC 300 513

Taulbee, Dianne R.; And Others
Emotionally Impaired Elementary Curriculum.
PUB DATE- 90
NOTE- 106p.; For a related document, see EC 300 512, for an earlier version of the secondary curriculum, see ED 319 180.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Curriculum; Eligibility; *Emotional Disturbances; Instructional Materials; Mainstreaming; Mathematics; Microcomputers; Referral; Social Studies; Student Educational Objectives; Teaching Methods;

ED 334 786 EC 300 532

Erhardt, Rhoda Priest
Developmental Visual Dysfunction: Models for Assessment and Management.
PUB DATE- 90
NOTE- 228p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Case Studies; Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Interdisciplinary Approach; *Models; *Multiple Disabilities; Perceptual Motor Coordination; Preschool Education; Theories; Vision Tests; *Visual Impairments; *Visual Perception
IDENTIFIERS- Erhardt Developmental Vision Assessment

This book describes transdisciplinary management of multiply disabled children with vision problems and presents four theoretical models of visual assessment and three illustrative case studies in a sequence appropriate to the learning process. The first three models are intended to lead to assessment and management of the child and the last to assessment and management of the child s environment. The models are: (1) medical (anatomy, physiology, pathology of the optical and neural visual system); (2) educational (visual perception and learning); (3) developmental (reflexive and voluntary eye movements, relationship between visual and motor processes); and (4) functional (visual components of daily living, assessment of the environment). After an introductory section, Part One presents the theoretical rationale in a discussion of each of the four models as applied to the cases. Part Two describes developmental vision assessment including evolution of the Erhardt Developmental Vision Assessment instrument and models for assessment. Part Three first offers a model for management of visual-motor dysfunction and then applies the principles of assessment to management of each of the three cases. The final chapter offers a summary including a synthesis of models for visual-motor assessment and management. A glossary defines technical terms. References are included with each chapter. (DB)

ED 334 787 EC 300 533

Quin, Paul E.; And Others
Developing Preschool Language Classrooms: A Resource Guide for the Speech-Language Pathologist.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children s Early Education Program.
PUB DATE- 90
NOTE- 295p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Intervention; *Language Acquisition; *Language Handicaps; Language Skills; Lesson Plans; Mild Disabilities; Pragmatics; *Preschool Education; Program Development; Remedial Instruction; Theories

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Program Development; Program Effectiveness; *Special Programs
IDENTIFIERS- ERIC Digests

This "ERIC Digest" discusses the components of an effective educational program for students who are gifted. The paper defines the term "program" and distinguishes between programs and provisions. Eight major components of an effective program are noted: needs assessment, definition of population, identification procedures, program goals, program organization and format, staff selection and training, curriculum development, and program evaluation. A list of 15 references is appended. (JDD)

ED 334 807 EC 300 607

VanTassel-Baska, Joyce; And Others
Gifted Youth at Risk: A Report of a National Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; *Cultural Differences; Definitions; *Delivery Systems; *Economically Disadvantaged; *Educational Policy; Elementary Secondary Education; Financial Support; *Gifted Disadvantaged; High Risk Students; National Surveys; Program Development; Program Evaluation; *Program Implementation; School Districts; Standards; State Departments of Education; Teaching Methods

This study explored the nature and extent of programs and services available for culturally diverse and economically disadvantaged gifted learners. Data were gathered through a questionnaire survey of directors of gifted programs in 49 states and territories and a questionnaire survey of 51 local school districts that have active programs for at-risk gifted learners. Analysis of the state-level data focused on definitions of "disadvantagement," program standards for the at-risk gifted population, identification practices, and funding. Analysis of data from school districts dealt with: application of the disadvantagement definition; types of differential programming; and program evaluation. Besides providing results of the study, this report offers a comprehensive review of the current knowledge about programs and services for the target population. Each chapter offers policy recommendations, and the report concludes with nine suggestions for a working agenda, such as initiating the use of multiple measures and encouraging the use of a "tryout" program as part of the selection paradigm. Appendices contain 13 program abstracts from local school districts, the state questionnaire, and the local school district questionnaire. (78 references) (JDD)

ED 334 808 EC 300 608

Flyer File on Culturally and Linguistically Diverse Exceptional Learners.

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Epistemology; *Learning Processes; *Learning Theories; *Linguistic Theory; *Science Education; Scientific Concepts; *Semiotics

Social semiotics suggests that social and cultural formations, including the language and practice of science and the ways in which new generations and communities advance them, develop as an integral part of the evolution of social ecosystems. Some recent models of complex dynamic systems in physics, chemistry, and biology focus more on the process of a system (individual development, species evolution, ecological succession) than on the product. Ecological succession can be seen as an alternative to development as a basis for models of social learning in science. While a developmental model assumes that development occurs the same way each time, ignoring individuation, a successional model looks at how complexes of interdependent species (whole animal and plant communities) develop over time in interaction with each other and with the physical environment. Successional models have a mosaic character, with subgroups in the ecosystem following the same processes at somewhat different rates. A new idea entering this ecosystem may flourish or not, depending on the conditions and processes within the ecosystem, and may change the environment for future ideas. While traditional models of science education emphasize mastery of a curriculum, the successional model promotes true intellectual development as a dynamic evolutionary process. Contains 46 references. (MSE)

ED 334 829 FL 019 275

Griffin, Patrick
Profiles; Validity Issues in Assessment and Reporting.
PUB DATE- Apr 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Information Dissemination; *Literacy; *Outcomes of Education; *Student Evaluation; *Test Validity
IDENTIFIERS- *Australia

There is a need to improve teachers ability to process and communicate information about student learning. In Australia, literacy is an important area in which to assess educational effectiveness. The community will continue to demand evidence of the schools success in this area. Educators need to define the literacy goals, standards, and levels to be achieved, and implement procedures to assess student progress toward them. The assessment should measure the effect of curriculum and instructional changes on student progress, and should be highly credible and endorsed by all constituencies. Measurement of discrete skills must be complemented by assessment of underlying development or synthesis. Performance assessment measures, as an alternative to standardized tests, have several drawbacks that interfere with their use for purposes of accountability. The literacy profile is a reporting system that

Hispanice (25 percent), and Black (17 percent); (4) only 12 percent of the participants have completed more than high school education and 46 percent have completed high school; (5) approximately 76 percent of the GAIN group scored at a high school entry level in reading, and 36 percent could perform functional mathematics in the workplace; and (6) ethnic populations scored much worse than Whites on literacy and mathematics tests. A model was developed to permit simulated educational referrals integrating the recommended educational referral with test score and educational background. (Appendixes include sample GAIN Appraisal answer sheets, listening appraisal referrals, and information on the Levels A and AA tests and basic skills certification test.) (KC)

ED 334 355 CE 058 273

Cosby, Arthur G.; And Others
The Mississippi Literacy Assessment. SSRC Report 91-1.
SPONS. AGENCY- Mississippi Governor s Office for Literacy, Jackson.; Mississippi State Employment Security Commission, Jackson.
PUB DATE- Apr 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; *Educational Assessment; *Educational Attainment; *Educational Needs; Literacy Education; State Surveys; Statewide Planning
IDENTIFIERS- *Mississippi; Numeracy

Persons aged 16 to 75 in 1,803 Mississippi households were interviewed over 6 months in 1990 to develop a profile of the literacy proficiencies of the adult population of the state. Results were reported in three areas of task types: prose literacy, document literacy, and quantitative literacy. Some of the findings were the following: (1) Mississippi has very few total nonreaders among its adult population; (2) older adults who have had less formal education had more severe problems than others; (3) literacy problems extend across racial lines, educational experiences, and income levels, but there are very few non-English-speaking adults in the state; (4) prose literacy was generally better than document literacy, and quantitative literacy was usually strong; (5) members of households that receive public assistance function at considerably lower levels of proficiency than those in households receiving no public assistance; (6) approximately 35 percent of adults are reading below intermediate levels; (7) skilled and unskilled laborers function at lower levels of literacy than those who are professionals, managers, technicians, or in clerical or sales positions; (8) educational attainment, race, and parents education level are most clearly associated with literacy; and (9) 38 percent of high school graduates and 12 percent of college graduates function below the intermediate level on the prose scale. (An appendix discusses survey methodology. A list of 18 references is provided.) (KC)

ED 334 356 CE 058 339

Grieve, Tammie A.
Evaluation of the Applied Academics Options Program for Business Students of Greene County Career Center.
PUB DATE- Jun 90
NOTE- 32p.; M.Ed. project, University of Dayton.

Standardized Curriculum for Automotive Mechanics.
PUB DATE- Jun 89
NOTE- 62p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; *Auto Mechanics; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; *Electrical Systems; *Engines; Equipment; Hand Tools; Heating; Measurement; Motor Vehicles; Safety; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Trade and Industrial Education
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: automotive mechanics I and II. The six units in automotive mechanics I are as follows: orientation and safety; tools, equipment, and manuals; measurement; automotive engines; basic electrical systems; and fuel systems. Automotive mechanics II consists of eight units: orientation and safety (review and reinforcement); measurement (review and reinforcement); engine condition evaluation and overhaul; advanced electrical systems; drive train and transmission/transaxle; brakes and bearings; suspension system and front end alignment; and air conditioning and heating. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 376 CE 058 391

Standardized Curriculum for Brick, Block, and Stonemasonry.
PUB DATE- Jun 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bricklaying; *Building Trades; Check Lists; Competency Based Education; Construction (Process); *Construction Materials; *Core Curriculum; Hand Tools; *Masonry; Safety; Secondary Education; State Curriculum Guides; *State Standards; Structural Elements (Construction); Student Evaluation; Trade and Industrial Education
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: brick, block, and stonemasonry I and II. The six units in brick, block, and stonemasonry I are as follows: orientation and leadership activities; safety; basic tools and equipment; masonry units; mortar; and wall layout. Brick, block, and masonry II consists of six units: safety; power tools and equipment; wall layout; anchors and reinforcement; basic plan reading and estimating; and stonemasonry. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A

Competency Based Education; *Core Curriculum; Day Care; Educational Resources; *Food Service; Home Economics Skills; *Occupational Home Economics; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Vocational Education
IDENTIFIERS- *Mississippi

This curriculum guide for occupational home economics programs was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all occupational home economics programs in the state. The guide provides units on the following topics: aging I and II; clothing management, production, and services I and II; food service I and II; and occupational child care I and II. Each course contains 4-10 units that consist of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 397 CE 058 412

Standardized Curriculum for Outboard Marine Engine Mechanics.
PUB DATE- Jun 89
NOTE- 52p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; Hand Tools; Repair; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; *State Standards; Teaching Methods; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Marine Equipment; Mississippi; *Outboard Motors

This curriculum guide for outboard marine engine mechanics was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all outboard marine engine mechanics programs in the state. The guide contains objectives for outboard marine engine mechanics I and II courses. Units in course I cover the following topics: safety and orientation; tools and equipment; fasteners; measuring; engine identification and inspection; basic engine principles and design; principles of operation--four-stroke cycle; principles of operation--two-stroke cycle; cooling systems; fuel systems; and carburetion. Units in course II cover safety and orientation review; mechanical remote control assembly; tilt assembly; propeller and trim; cooling system; mechanical gearcase; advanced fuel systems; advanced carburetion; ignition systems; engine overhaul; and troubleshooting. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 398 CE 058 413

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- Jun 88
NOTE- 1,043p.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC42 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Machinery; Agricultural Production; *Animal Husbandry; Behavioral Objectives; Classroom Techniques; Course Content; Distributive Education; Farm Management; *Field Crops; *Horticulture; Job Skills; Learning Activities; Lesson Plans; Marketing; Merchandising; Postsecondary Education; Retailing; *Salesmanship; Sales Occupations; Secondary Education; State Curriculum Guides; Teaching Methods; Technology; Test Items; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Iowa

This curriculum guide can be used by secondary and postsecondary agriculture, technology, and marketing instructors to decide what and how to teach about agricultural business organization and management, especially in Iowa. The guide consists of five instructional units: (1) agribusiness organization and management; (2) livestock sales and service; (3) crop sales and service; (4) agricultural equipment sales and service; and (5) horticultural sales and service. Each unit provides instructional plans that include the technical information that should be taught. Each instructional plan includes the following elements: a problem to be studied; interest approach; study questions; learner needs, basic skills, and thinking skills to be stressed; student learning activities; conclusions to be drawn; references; and supplemental teaching materials and activities. The supplemental teaching materials include transparency masters, activities, and information sheets. (KC)

ED 334 418 CE 058 467

Miller, W. Wade; And Others
Marketing Agricultural Products. Curriculum Guide Developed for Secondary and Post Secondary Agriculture Programs.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- Jun 88
NOTE- 403p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Behavioral Objectives; Classroom Techniques; Course Content; Distributive Education; *Exports; Learning Activities; Lesson Plans; *Marketing; Postsecondary Education; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- *Pricing

This curriculum guide can be used by secondary and postsecondary agriculture instructors for a semester course in marketing agricultural products or individual units can be incorporated in other courses. The curriculum guide consists of six units of study made up of two to eight lessons each. The units cover the following topics: (1) marketing principles; (2) analyzing marketing and pricing alternatives; (3) marketing, pricing, and grading agricultural products; (4) sources of market information and use of marketing advisory services; (5) world

experiences. It was found that catfish can be raised successfully in a cage in a river; up to 98 percent of fish in pens survive. The feed-to-fish conversion ratio was not accurately determined because of feeding "phantom fish"--net pens suffered large holes that allowed catfish to escape. The average daily rate of weight gain in cycle one was .0019 and in cycle two, .0020. Catfish can be successfully overwintered in cages in ponds and rivers. (NLA)

ED 334 436 CE 058 502

Developing School Laboratories To Promote the Establishment of Individual Experience Programs. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Animal Husbandry; Curriculum Development; Educational Improvement; Educational Needs; Field Crops; High Schools; *Laboratories; *Program Improvement; *Supervised Occupational Experience (Agriculture); *Vocational Education
IDENTIFIERS- Arkansas

A project was conducted to promote and develop individual Supervised Agricultural Experience (SAE) programs in Arkansas through the development of laboratories. It was felt that strong SAE programs enhance the instructional portion of agriculture education, serve as a motivational tool, and improve the relations between the local school and community. Project activities included planning and implementing nontraditional programs and/or improving existing supervised agricultural experience programs for all agricultural education students; and demonstrating to agricultural students opportunities in new, nontraditional, and specialty areas of production agriculture. A survey was conducted to identify small specialty plant and animal production areas suitable for the local area. The list developed was reviewed by members of the local Future Farmers of America alumni and by specialists in the field. The identified project areas of mushrooms, honey bees, blueberries, blackberries, strawberries, grapes, fruit trees, rabbits, quail, and sheep will be initiated over a 3-year period. Recommendations were made to: (1) increase the number of high schools with land or livestock laboratories; (2) place more emphasis on production programs; and (3) modify the present curriculum to include more training in specialty production agriculture. (Appendixes include: student interest survey; results of preenrollment survey and midyear survey; samples of training agreement, training plan, onsite supervision report, and progress chart; diagram of a school laboratory; and eight references.) (KC)

ED 334 437 CE 058 503

A Model Program for the Retention of High-Risk, Postsecondary Vocational Students. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 90
NOTE- 12p.; Charts containing enrollment figures have small type.
LANGUAGE- English

evidence. Deputies and jailers will come in contact with HIV-infected patients. Jailers who receive no training will make decisions based on ignorance and fear, and they will eventually violate prisoners rights by disclosing the information. A department that does not train its officers on how HIV is transmitted, as well as the need for confidentiality, will be held civilly liable for those inevitable violations of privacy. (NLA)

ED 334 456 CE 058 549

Kutner, Mark A.; And Others
Adult Education Programs and Services: A View from Nine Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 90
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Case Studies; *Community Programs; *Educational Finance; Federal Aid; Federal Legislation; Federal Programs; *Literacy Education; Program Descriptions; *Program Implementation; Teacher Characteristics
IDENTIFIERS- *Adult Education Act

A study was conducted to provide a preliminary overview of what is known about how adult education programs work and to identify issues that should be addressed in future nationally representative studies. Data were gathered through a literature review, informal interviews with state adult education directors in eight states serving a large number of adult education participants, and case studies of nine local adult education programs. Some patterns that emerged from the site visits, which suggest possible issues for exploration, include the following: (1) the Adult Education Act represented the major federal source of funds for adult literacy services, although other federal programs were important financing sources; (2) Adult Education Act funds did not provide the majority of funds for any site; (3) states and localities also provided substantial support; (4) the study sites coordinated their programs with other community agencies, but not with other federally funded programs; (5) the study sites generally operated year-round; (6) programs were making an effort to integrate computer-assisted instruction into their programs; (7) program staff were satisfied with the types and quality of material available from commercial publishers; (8) waiting lists were not common at the sites, but neither was there trouble attracting students; (9) most adult education teachers were school teachers who were part-time employees; (10) sites used standardized assessment; and (11) evaluation data were insufficient to make judgments about how much participants improved their literacy levels. (There are 108 references. Appendixes provide information about federal programs supporting adult education services, expenditures, and site summaries.) (KC)

ED 334 457 CE 058 550

Kogan, Deborah; And Others
Improving the Quality of Training under JTPA. Research and Evaluation Report Series 91-A.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Community Role; Community Support; Counseling Objectives; Elementary Secondary Education; *Guidance Programs; Parent Role; *School Community Relationship; *School Counseling; Student Needs

School counselors may provide services as well as orchestrate and manage many elements of the guidance process, but the community which includes institutions, persons, processes, and other resources also has the potential to facilitate child development and the goals for school guidance and counseling. Various populations of children and youth differ in both the intensity and form of their needs for guidance services. The parents of children from lower socioeconomic backgrounds need more and different support from the community and school than is true of families who are able to pay for private tutorial or guidance services if the school is unable to provide all that they desire. Schools and school counselors alone cannot meet all of students and families needs. They cannot be responsible for the total well-being of children. Inherent in the guidance planning process is identification of the needs of children relative to emotional, physical, social, and intellectual matters and, indirectly, those of their parents to be empowered to support, encourage, and inform their children. The issue becomes one of assessing and attempting to secure the available resources in the school and the community that can be brought to bear on the guidance needs of various populations of children and youth. Connections between schools and communities can be forged to more fully promote the present and future well-being of young people. (LLL)

ED 334 476 CG 023 491

Signorello, Rose L.; And Others
The Development of Sex Role Identity in Gifted and Nongifted Children.
PUB DATE- Apr 91
NOTE- 60p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (37th, New Orleans, LA, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Elementary Education; Identification (Psychology); *Sex Role; *Sexual Identity
IDENTIFIERS- Femininity; Masculinity

This study compared gifted elementary and middle school students to nongifted students to assess differences in levels of masculinity and femininity across grade levels. The following hypotheses were tested: in grades three through eight gifted females will have greater levels of masculinity than nongifted females and the differences between gifted and nongifted females will be greater than males classified similarly; and in grades three through eight gifted males will have greater levels of femininity than nongifted males and the differences between gifted and nongifted males will be greater than females classified similarly. The Children s Personal Attributes Questionnaire Short Form was administered to students in grades three through eight. Analysis of 386 questionnaires indicated that children classified as gifted and nongifted differed significantly in levels of masculinity. There was a significant interaction between gender and giftedness for femininity. Gifted males exhibited a significantly higher level of

The homeless crisis in America is a complex issue with no "quick fixes." In Stanislaus County, California, it seems that there are many programs operating in isolation of one another. Approximately 5% of the county s population is homeless. Homeless persons have survival needs for food and clothing, hygiene, health care, affordable housing, stability, a consistent network of support, more jobs that pay a decent wage, accessible social services, special security precautions, and temporary shelter for all who need it. The homeless also have pressing educational needs, and 16 specific areas of need are cited. In an effort to establish an environment, a homeless task force represented by all community agencies, churches, and charity organizations should be developed. All entities should collaborate to develop a total service plan. The government must adequately fund social programs to eliminate poverty. The cycle of poverty must be broken by providing the funds to adequately house, feed, and clothe the poor. The necessary follow-up interventions must be provided to give innocent children a chance for success. A concerted effort must be made to provide adequate information to all citizens concerning the causes and magnitude of the homeless problems. Public support is essential. (Services for the homeless in Stanislaus County are described; case studies are presented and examples of educational programs for homeless children are given.) (ABL)

ED 334 496 CG 023 511

Valett, Robert E.
Enhancing Self-Esteem through Self-Management Strategies.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Program Effectiveness; Self Concept; Self Control; *Self Esteem
IDENTIFIERS- *Self Management

Self-esteem, well managed, is a powerful force for effective learning. Research has shown that good self-esteem is associated with analytical thinking, persistence, creative ability, social independence, stability and high expectations, and that the antecedents of positive self-esteem are found in parental models who provide firm guidance in the total process of becoming a responsible person. Students "at-risk" suffer from poor self-esteem and are in need of supportive and innovative education. Numerous studies and model programs have established the value of self-esteem programs in schools and communities. The primary factor in schools with successful self-esteem programs appears to be a faculty and administration dedicated to the belief that every student can learn and achieve and who care and are sensitive to the needs of those at risk for failure. Student empowerment through peer tutoring and counseling, cooperative learning, school/community service projects, and self-management programs are highly effective. Every school district should help its students develop self-esteem and personal and social responsibility as an integrated part of its total curriculum. (A diagram for developing positive self-esteem; a list of self-affirmations; and a self-evaluation form for social and personal responsibility are included.) (ABL)

ED 334 497 CG 023 512

Rose, Jonathon M.; And Others

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Chronic Illness; Counseling Techniques; *Counselor Role; *Pain; Patients; *Rehabilitation Counseling

Chronic pain syndrome appears to have certain dimensions which make it unique as a disabling condition. When pain persists, the resulting anxiety and depression, others reactions to the patient s sick role behaviors, and situational variables such as disability benefits may all contribute to the pain syndrome and complicate the rehabilitation process. Effective counseling intervention is often dependent upon the rehabilitation professional s ability to identify and understand the implications of these underlying variables. Recognizing the complexity of chronic pain syndrome, researchers favor a multidisciplinary approach to pain management. There is a vital role on such a team for the vocational rehabilitation counselor according to M. Tuck (1983) with activities that include: "disability evaluator, patient advocate, rehabilitation liaison, translator, outpatient social worker, family counselor, placement specialist and community organization worker, as well as motivator, social reinforcer and legal expert." Since the philosophy of rehabilitation is to consider the whole individual in treatment planning, it would seem that the rehabilitation counselor is in many respects especially well-suited to working effectively with individuals with complex chronic pain syndrome. More research needs to be done concerning which counseling approaches prove most effective with this population. More attention needs to be given to developing standards for treatment approaches and measuring outcomes. (LLL)

ED 334 517 CG 023 534

Harrington, Thomas F.
Cross-Cultural Research with the Career Decision-Making System (CDM).
PUB DATE- 22 Apr 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Cultural Differences; *Decision Making; Elementary Secondary Education; School Counseling
IDENTIFIERS- *Career Decisions; *Cross Cultural Counseling

The increased diversity of clients is a fact for most counselors. The Career Decision-Making System (CDM) reliably measured six interest inventory scales in the following countries and cultures: Asian, European, Pacific Basin, Canadian English- and French-speaking, and United States English- and Spanish-speaking. The six scales are: Crafts; Scientific; Arts; Social; Business; and Clerical. The CDM has always surveyed all students within a grade level, high ability as well as low achieving who often have reading problems. Validation data indicated educational systems removed many Crafts and Clerical type students from regular high school curricula; this can distort the response distributions to various survey question. It was also shown that the CDM had concurrent validity for vocational and technical students. While the occupational samples showed differences, they reflect substantial profile similarities among people doing comparable work in different countries. More commonality exists than diversity; the

Using Couples Therapy in Treatment of Alcoholism.
PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Counseling Effectiveness; *Counseling Techniques; Drug Rehabilitation; Family Counseling; *Marriage Counseling; Spouses

Couples therapy interventions can be used with alcohol abusers and alcoholics during three broadly defined states of recovery: (1) initial commitment to change; (2) change itself; and (3) long-term maintenance of change. Intervening with the alcoholic s spouse (and/or other nonalcoholic family members) can motivate and reinforce commitment to change in the alcoholic who is unwilling to seek help or reluctant to continue in treatment. Simple and inexpensive methods of intervening with the spouse and family have increased continuing treatment participation by alcoholics. In a 2-week residential detoxification program, the continuation rate increased by 57 percent in the 2 years after the introduction of a family program that involved routinely meeting with a spouse and establishing a contract specifying contingencies regarding further treatment. Couples or spouse-involved therapy, either alone or in addition to individual treatment for the alcoholic, produces better outcomes during the year after treatment entry than individual methods. Recent well-controlled studies have focused on behavioral marital therapy (BMT). Currently a very promising couples therapy approach is BMT that combines both a focus on the drinking plus work on more general marital relationship issues. However, the BMT outcomes and their degree of superiority over individual treatment have been shown to fade over time, suggesting a need for treatment and research designed to specifically enhance maintenance after BMT alcoholism treatment. (23 references) (LLL)

ED 334 536 CG 023 553

Davis, William E.
Promoting Effective Communication between Schools and Parents of Disadvantaged Students.
PUB DATE- 16 Aug 91
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Counselor Role; *Disadvantaged Youth; Elementary Secondary Education; Family School Relationship; *High Risk Students; Parent Participation; Parent Role; *Parent School Relationship; School Counselors

It is widely accepted that in recent years the number and the proportion of at-risk, disadvantaged students have increased dramatically in the nation s schools--and that they are projected to increase even more dramatically by the year 2000. Effective communication between school personnel and parents of disadvantaged students generally is viewed as a critical ingredient for successful student programming. This paper

The question of whether research supports a "phonics first" approach to teaching reading is not entirely answerable by factual evidence or statistical data: the issue is partly a matter of values and opinion. The debate is over whether phonics should be taught and tested in isolation, as a prelude to reading texts (the phonics-first view) or whether phonics strategies should be developed more gradually, in the context of reading and writing materials that interest students. The debate has been fueled recently by federal legislative actions and by the distribution of a Senate Republican Policy Committee document entitled "Illiteracy: An Incurable Disease or Education Malpractice?" Misinformation abounds in the committee s document. It claims, for example, that there are only two ways to teach reading: phonics and "look and say," which the document incorrectly states is synonymous with "whole language." In addition, many of the studies cited in the document are deficient. Whole language classrooms foster habits and attitudes of independent, self-motivated, lifelong readers and writers to a far greater degree than more traditional classrooms--especially those emphasizing phonics first. (RS)

ED 334 558   CS 010 648

Weaver, Connie
The Hidden Agenda of Intensive, Systematic and Extensive Phonics.
PUB DATE- May 91
NOTE- 16p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Elementary Education; *Hidden Curriculum; *Phonics; *Politics of Education; *Reading Instruction; Social Differences; *Social Stratification; Whole Language Approach
IDENTIFIERS- Educational Issues; Reading Theories

Although proponents of "heavy" phonics instruction (intensive, systematic phonics instruction carried out extensively) argue that the literacy gap between minorities and the middle class can be closed by teaching phonics, heavy phonics instruction seems to be a tool for widening rather than closing the literacy gap between non-mainstream and mainstream children. Heavy phonics instruction may also be a tool for reinforcing and perpetuating socioeconomic inequalities. Heavy phonics instruction reflects the assumptions of a transmission model of education, and the hidden curriculum inherent in that model. While members of the political "far right" may not be aware of the typical effects of promoting a heavy emphasis on phonics, such instruction can be a weapon to further oppress those already less advantaged. A vastly disproportionate number of non-mainstream students are assigned to lower reading groups, where both the manner and the content of instruction contrast significantly with that offered in higher reading groups. The manner of instruction in lower reading groups socializes those students for subordinate roles in school and in society, while the content of instruction (keeping them busy with skills work instead of real reading) tends to prevent these students from learning to read well enough to achieve more rewarding roles. It is more democratic and more effective to help such children develop phonics know-how through the same means as their more advantaged peers: namely, through extensive and joyful experiences with reading, writing, and books. (One footnote is

ED 334 578 CS 212 938

Neu, Gail F.; Berglund, Roberta L.
The Disappearance of Drawings in Children s Writing: A Natural Development or a Natural Disaster? Literacy Research Report No. 5.
PUB DATE- May 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Art; *Freehand Drawing; *Illustrations; *Journal Writing; Language Acquisition; Primary Education; Student Journals; *Writing Processes
IDENTIFIERS- *Childrens Writing; Emergent Literacy; *Writing Development

The nature of children s writing and drawing forms a useful starting point for examining journal writing with young children. Much research and literature suggests the educational value of having children write, yet a controversy exists among writing authorities concerning whether children s drawings are a necessary part of journal-writing experiences. More often, however, writing educators view the processes of emergent writing and drawing as inseparable. Young children use writing and drawing to test and stabilize their feelings, to think and explore their surroundings, and to use different representational methods for different purposes. Drawing also plays an important part in facilitating language learning, comprehension, and vocabulary learning. Teaches may wish to use practical and simple drawing guides to help them teach basic drawing skills. Although it appears to be natural for drawing to disappear from journal writing, many students would benefit from continuing the drawing experience. Many children need to draw simply because they cannot comprehend language through a strict verbal-written instructional program; others benefit by using drawing for creative and extended thinking. (Three examples of children s writing/drawing are included; 43 references are attached.) (RS)

ED 334 579 CS 212 941

Winkelmann, Carol
Obscured by Metaphor: "Community" vs. the Reality of a Writing Class.
PUB DATE- 22 Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Conflict; Higher Education; Language Research; *Language Role; *Language Usage; *Metaphors; Peer Acceptance; Writing Teachers
IDENTIFIERS- Composition Theory; Teacher Researchers

A case study analyzed the function of language (how language was being used and for what purposes) in a composition classroom from a systemic linguistic perspective. The subject was a young ideas concerning literature must include the entire college or university community. The free market of the real world--that is, the real academic world--should and will determine those works which are of real value. (PRA)

ED 334 597 CS 212 973

Raban, Bridie
English Assessment in a National Curriculum.
PUB DATE- May 91
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; Elementary Secondary Education; *English Curriculum; *Evaluation Methods; Foreign Countries; Informal Assessment; Models; *National Competency Tests; Standardized Tests; *Student Evaluation
IDENTIFIERS- *England; National Standards; *Wales

Assessment in the National Curriculum in England and Wales is an example of a different model. The report of the government-appointed working group on assessment, Task Group on Assessment and Testing (1988), states that assessment: (1) is an integral part of both teaching and learning; (2) should not determine what is to be taught and learned; and (3) should inform teachers and provide feedback on success of teaching, and inform future teaching plans. The national system proposed by the working group would be a combination of teachers own records and assessment results, together with the results of Standard Assessment Tasks. This combined information will act in four distinct ways: diagnostic, evaluative, formative, and summative. In 1990 600,000 7-year-olds were the first to be assessed nationally. Results will go through a process of moderation to establish the feasibility of the whole exercise, and to begin to establish baselines of achievement by which standards can be monitored. Examples of Profile Components for reading/writing illustrate the procedures by which teachers gain information about pupils achievements by engaging them in a number of different activities. Teachers have welcomed the activities designed for their use, and have been stimulated to reflect critically on their own practice. However, teachers are finding it difficult to conduct the assessment within the context of busy classrooms. The whole experience of assessment for teachers of 7-year-old pupils has been one of great pressure. At this writing, it is not possible to evaluate the outcomes of this process of national assessment. (SR)

ED 334 598 CS 212 975

Person, Diane Goetz
Becoming a Nation of Writers: Writing as Literature.
PUB DATE- May 91
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Childrens Literature;

IDENTIFIERS- *Communication Satisfaction

A study investigated whether routine, everyday communication in parent-child relationships affects relationship satisfaction as well as how conflict might fit into the relational picture. Fifty-two mothers (38 married and 14 single) with sons 5-14 years of age completed the Iowa Communication Record (ICR) to provide information about routine behaviors and conversations, filling out one ICR per day for 5 days. Subjects also completed the Iowa Routine Inventory Survey at the end of the 5 days. Results showed that relationship satisfaction was highly and positively correlated with both quality of everyday talk and conflict. However, for subjects with high quality communication, the correlation between conflict and relational satisfaction was not significant. Further, there was no significant correlation between any of the measures of quantity of interactions and relational satisfaction. Findings suggest that the quality of routine interaction, especially the quality of talk, is a significant factor in relational satisfaction and that this is important for children s development during the elementary school years. These findings raise questions about the nature and effects of conflict within parent-child relationships. (Eighteen references are attached.) (Author/SR)

ED 334 618 CS 507 521

Hochheimer, John L.

Organizing Community-Based Popular Radio: Coming to Terms with Some Inevitable Problems.

PUB DATE- May 91

NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Development; Community Education; *Democratic Values; *Information Sources; Media Research; Organizational Theories; *Participative Decision Making; Programing (Broadcast); *Radio

IDENTIFIERS- *Community Radio; Local Control; Media Characteristics; Public Access

As more locally based community media emerge to reflect more popular participation in the creation of communication systems, media planners and activists, as well as scholars, must confront inevitable problems of organization. Ideally, management of a community radio station should comprise a democratic structure. Yet, inherent in the difficulties of attempting to establish and maintain democratically based media is the problem of defining and practicing "communicative democracy." The problems of an alternative, democratically constituted radio station, such as new stations in Eastern Europe, include such questions as: (1) Should the station serve its constituents, or should the communities act as resources for the station? (2) Who speaks for which community interest, and who decides which voices should be heard? (3) What happens when the interests, needs, or political agendas of newcomers are at odds with the founders? and (4) How should decisions be made within a democratically constituted hierarchy? Alternative media stations, which fashion themselves as "democratic media organizations," are different from bureaucratic organizations along eight dimensions: authority, rules, social control, social relations, recruitment and advancement, incentive structure, social stratification, and differentiation. These

PUB DATE- Mar 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Economic Impact; *Educational Economics; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; *Foreign Countries; Predictor Variables; *Public Education
IDENTIFIERS- *Organisation for Economic Cooperation Development

Educational expenditures in 18 Organisation for Economic Cooperation and Development (OECD) countries for the years 1975 and 1985 are investigated in this report. Data collection is based on analysis of UNESCO s 1989 "Statistical Yearbook" and OECD data. Although data deficiencies allow only a broad assessment, a conclusion is that expenditure per student correlates strongly and positively with GDP (income) per capita. However, an estimate of an expenditure per student function and comparison of "predicted" value with actual observation is recommended as a more appropriate measurement. Finally, the data do not support the view that either substantial under- or over-spending exists in public educational outlays in the United States. Two lessons from the study are: (1) data should be handled with great caution; and (2) there is a need to focus on modeling of public educational expenditures in order to compare observed outlays with fair approximations of desirable levels. Five tables and 28 footnotes are included. The appendices contain data sources, observations on table 1 (a computation of the educational expenditure/GNP ratio), and a comparison of models of K-12 expenditures per student. (16 references) (LMI)

ED 334 640 EA 022 990

Buckley, Melvin; And Others
The Parent Center: Success in Natchez.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Home Study; Parent Child Relationship; Parent Counseling; Parent Education; *Parent Participation; *Parents as Teachers; *Parent School Relationship; *Parent Workshops
IDENTIFIERS- *Natchez Adams County School District MS

The basic goal of the Natchez-Adams Parent Center is to enable parents to work more effectively with their children at home and to improve academic achievement. Teachers complete a referral form indicating with which skills a child may need additional help. Parents take the form to the center and receive information about additional resources and how to help their child. The center provides instructional materials, equipment such as computers, parent workshops, and access to other community agencies. An address for additional information, a newspaper article, and a teacher referral from are included. (EJS)

ED 334 641 EA 022 994

Meckley, Richard
West Virginia State Budgeting for Education.
PUB DATE- Apr 91

challenged state education finance systems and a National School Boards Association (NSBA) Council of School Attorneys Audio Tape Library Order Form, Publications Order Form, and membership information request form. (CLA)

ED 334 660 EA 023 134

Levin, Michael I.
Contracting with Architects: A School District s Perspective.
PUB DATE- Feb 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Architects; Building Design; *Contracts; Educational Facilities; *Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; School Buildings; School Construction

The National School Boards Association s Council of Attorneys has designed this monograph to assist school attorneys and administrators involved in school construction projects to know how to select a qualified architect, understand the relationship between an architect and school district, and prepare to negotiate a contract with an architect. The focus is on negotiating amendments to standard form contracts produced by the American Institute of Architects (AIA). An overview of the AIA owner-architect agreement presents suggested substitutions and negotiations for all 12 articles: (1) Architect s Responsibilities; (2) Scope of Architect s Basic Services; (3) Additional Services; (4) Owner s Responsibilities; (5) Construction Cost; (6) Use of Architect s Drawings, Specifications and Other Documents; (7) Arbitration; (8) Termination, Suspension, or Abandonment; (9) Miscellaneous Provisions; (10) Payments to the Architect; (11) Basis of Compensation; and (12) Other Considerations or Services. How to attach a "rider" that sets forth deletions, amendments, and additions to the standard form agreement is explained. (EJS)

ED 334 661 EA 023 137

Spartz, James L.
Report on the Effects of the Current Equalization Law. Document No. 95-01/90/05/05.
PUB DATE- Apr 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; Financial Needs; *Resource Allocation; School Funds; School Support; *State Aid
IDENTIFIERS- *Delaware

Current expense tax rates, local current expense revenues, total current expenses from all revenue sources, and expenditures for salaries were analyzed in 16 school districts to review the effects of a state statute that significantly modified the formula of state equalization fund allocation. Twenty-four involved in the governance process, the higher the degree of faculty support. Figure 1 shows the different conditions of understanding in the shared governance process. Figure 2 shows the educational impacts of the different focuses of shared governance. (EJS)

ED 334 681 EA 023 162

Hallinger, Philip; And Others
Restructuring Schools: Principals Perceptions of Fundamental Educational Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Beliefs; *Educational Change; Elementary Secondary Education; Interviews; Participative Decision Making; *Principals; Qualitative Research; Resistance to Change; Role Perception; *School Restructuring
IDENTIFIERS- *Illinois; *New York; Tennessee

After identifying the aspects of classroom life that school restructuring might influence, this paper summarizes findings on school principals perceptions concerning the potential effects of fundamental school reform. Because so little is known about principals views on restructuring, an exploratory study employing qualitative methodology (indepth interviewing of a small sample) was used. Participants included 15 principals (2 women and 13 men) from public schools in New York, Illinois, and Tennessee. Findings were organized around the major areas of inquiry: conceptions of restructuring; potential impact of restructuring; prerequisites for successful implementation; and changes at the classroom and school levels. Generally, observed differences in principals responses did not conform to patterns related to schooling level, geographic location, district context, or years of administrative experience. Principals felt that restructuring would have its greatest impact on the teacher s role. For themselves, principals forecast fewer decisions to be made by themselves, leading to a loss of power. Most principals felt that students would remain largely untouched by restructuring efforts. Principals perspectives on radical change, restructuring goals, performance accountability, and curriculum and instruction are also discussed. Although the principals as a group were fairly supportive of restructuring, their beliefs emphasize the myriad difficulties associated with fundamental reform and its implementation. (34 references) (MLH)

ED 334 682 EA 023 165

Bulach, Clete
Ohio s School Finance System: Constitutional or Unconstitutional?
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education;

and advisory groups. (LMI)

ED 334 704 EA 023 197

Third Quarter Performance Report, Year 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Sep 90
NOTE- 20p.; For fourth quarter report, see EA 023 198; for final report, see EA 023 196.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Environment; *Effective Schools Research; High Risk Students; Quality of Working Life; *School Effectiveness; Secondary Education; *Student Participation
IDENTIFIERS- *National Center on Effective Secondary Schools

Summaries of activities and tentative findings of six research projects conducted by the National Center on Effective Secondary Schools are presented in this report. Names of the six projects are: Clearinghouse on Academic Achievement; Noninstructional Influences on Adolescent Engagement and Achievement; The Stratification of Learning Opportunities in Middle and High Schools; Higher Order Thinking in the High School Curriculum; Research on Programs and Policies Affecting At-Risk Youth; and Alternative Structures and the Quality of Teachers Worklife. Lists of institutional functions and publications are included. (LMI)

ED 334 705 EA 023 198

Fourth Quarter Performance Report, Year 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Mar 91
NOTE- 19p.; For the third quarter report, see EA 023 197; for the final report, see EA 023 196.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Environment; *Effective Schools Research; Elementary Secondary Education; High Risk Students; Quality of Working Life; *School Effectiveness; *Student Participation
IDENTIFIERS- *National Center on Effective Secondary Schools

Brief summaries of activities and tentative findings of six projects conducted by the National Center on Effective Secondary Schools are provided in this report. Project titles are as follows: Clearinghouse on Academic Achievement; Noninstructional Influences on Adolescent Engagement and Achievement; The Stratification of Learning Opportunities in Middle and High School; Higher Order Thinking in the High School Curriculum; Research on Programs and Policies Affecting At-Risk Youth; and Alternative Structures and the Quality of Teachers Worklife. Institutional functions and publications are also listed. (LMI)

ED 334 706 EA 023 202

Questions & Answers on Senate Bill 2. An Invitation to School Improvement in North Carolina, 2.
PUB DATE- 89
NOTE- 20p.

Self-Instruction by Hearing-Impaired Students in Science.
PUB DATE- Apr 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Autoinstructional Aids; Comparative Analysis; *Computer Assisted Instruction; *Hearing Impairments; Higher Education; *Independent Study; Performance Factors; *Science Instruction; Student Motivation; *Time on Task

This study examined two approaches to self-instruction by hearing-impaired students through use of instructor-developed science modules. Subjects were 24 students (ages 18-28) enrolled in allied health programs at the National Technical Institute for the Deaf. The first approach involved the reading of science modules and writing answers on study sheets. The second approach involved reading the same modules, but the students interacted with lessons on a computer for assessing comprehension, reviewing, and testing. Results indicated no differences between the paper-and-pencil groups and the computer-assisted instruction (CAI) groups on performance scores. The CAI groups took longer to finish the individual modules, but completed the set of nine modules in less time than the paper-and-pencil groups. It was concluded that the individualized, interactive feature of the computer appeared to motivate the hearing-impaired CAI groups to complete all the learning tasks sooner. (Includes 29 references.) (JDD)

ED 334 727 EC 300 462

Van Poolen-Larsen, Lynn R.
Gifted Education: An Overview and Critique.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; Educational History; *Educational Philosophy; Educational Practices; Elementary Secondary Education; Elitism; Expectation; *Gifted; Instructional Effectiveness; Special Classes; *Special Programs; Student Needs

This paper briefly outlines the history of gifted education programs and identifies factors working against gifted education. It describes gifted program options and presents arguments for and against each option. The paper then presents the arguments of several critics outside the gifted education field who severely criticize the very presence of programs for the gifted. These argument focus on such beliefs as racial inequalities caused by gifted programs, lack of increased achievement, use of cooperative learning as a substitute for gifted education, and negative impact of gifted programs on the education of average and below average students. The counterargument is then made that special classes for gifted students do not create a culture where less is expected of and provided for students who are not gifted; rather, that these lowered expectations are caused by teachers who are uninterested in teaching and stimulating students. It is concluded that teachers can teach students at any ability level using creative instructional methods, critical thinking, and outside resources to stimulate the learning process. (Includes 26 references.) (JDD)

ED 334 728 EC 300 463

NOTE- 200p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Disabilities; Educational Practices; Educational Quality; Education Work Relationship; Employer Attitudes; Employment; Normalization (Handicapped); Parent Attitudes; Participant Satisfaction; Program Implementation; Social Integration; State Programs; State Surveys; *Supported Employment; Vocational Rehabilitation
IDENTIFIERS- *Tennessee

The report presents six papers describing a Tennessee study to assess the status of the supported employment initiative, determine the importance and implementation of best practice elements, and ascertain perceptions of supported employment customers toward implementation. Major findings include the following: at the time of the study supported employment in Tennessee was in the resource phase of program development; 82 elements of best practice in supported employment were identified by a literature review and validated by a panel of experts; highest support was given to elements related to fiscal management, program personnel, community resources collaboration, quality of work, paid work, and on-going support; job supervisors were "satisfied" to "very satisfied" with the performance of the supported employees and the employment specialist; the majority of parents/caretakers reported being "satisfied" to "very satisfied" with supported employment. Issues identified include limited resources, limited implementation of best practices despite general agreement on their importance, little participation by severely disabled individuals in supported employment, and few students transitioning into supported employment directly from secondary special education. Most of the papers have references and appendices including relevant survey forms. (DB)

ED 334 748 EC 300 494

Gordon, Elizabeth; Goldbach, Robert L.
Four Years of Follow-Up of Mentally Retarded School Completers.
SPONS. AGENCY- Edith L. Trees Charitable Trust.
PUB DATE- Nov 90
NOTE- 125p.; For a related document, see EC 300 495.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Employment; Followup Studies; Graduate Surveys; High School Graduates; High Schools; Housing; Job Placement; Longitudinal Studies; *Mental Retardation; Parent Role; *Place of Residence; Postsecondary Education; Quality of Life; Transitional Programs; *Vocational Adjustment
IDENTIFIERS- Pennsylvania (Pittsburgh)

The report documents the follow-up of mentally retarded school completers in the Pittsburgh (Pennsylvania) area, begun with parents/guardians of students who completed their special education programs in 1985-86 (N=73) and also in 1986-87 (N=60) and preliminary follow-up of a 1990 cohort (N=102). Findings for the first two groups are reported in terms of living arrangements, work situations, competitive employment, training and placement, work histories, and physical and emotional

Transitional Programs
IDENTIFIERS- Jackson County Intermediate School District MI

The Jackson County (Michigan) Intermediate School District curriculum for teaching emotionally impaired elementary students is presented. The curriculum document describes program management techniques, strategies for developing and maintaining teacher-student relationships, and therapy/change systems. It outlines referral and eligibility procedures, exit criteria, and transitioning procedures. It contains job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker. A section on classroom management techniques offers guidelines on safety, trust relationships, group interaction, classroom climate, classroom organization, room arrangement, class rules, behavior monitoring, behavior intervention, lunch practices, mainstreaming, transitioning, and follow-up. Another section describes the program focus in the curriculum areas of mathematics, language arts, social studies and science, microcomputer use, affective development, and social skills. Parent involvement is discussed. Annual goals and short-term objectives are listed. Appendices include information on dealing with failure and enhancing learning, a mainstreaming checklist, a list of curriculum materials, forms, and award materials. A bibliography lists nine suggested readings. (JDD/DB)

ED 334 768 EC 300 514

Roessler, Richard T.; Johnson, Virginia A.
Vocational Coping Training. Leader s Manual, Long Form.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 226p.; For related documents, see EC 300 515-517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

This Leader s Manual is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one s supervisor and co-workers. The 40-hour training incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The program is based on social skill model derived from information processing components of input, processing, and output. The program s seven modules cover: (1) orientation to the work role: task performance, supervision, teamwork, and socializing; (2) sources of vocational information: place, people, and self; (3) interpreting social cues in vocational situations: face, voice, and body; (4) self-messages: performance enhancers and performance inhibitors; (5) option and anticipation thinking; (6) responding in common vocational situations; and (7) the typical work day: practicing vocational coping. Presented for each module are trainer objectives, comments to the trainer, activities, suggested materials, and specific instructions. The entire program consists of print, video, slide, and audio materials. Includes 19 references. (DB)

This text is designed to assist in the replication of a successful classroom-home language intervention program for mildly to moderately language impaired preschool children. The first portion of the manual discusses the rationale and operation of the program. Provided in the second part are sample lesson plans which provide specific examples of the integration of language remediation targets into preschool activities. After an introductory chapter, a literature review examines a pragmatic approach to language intervention in the classroom. Appended to this chapter are resources on pragmatic skills. The next chapter considers the use of space, furniture, and learning materials in the classroom and includes a checklist for arranging and equipping a classroom. Staffing and training in the preschool language classroom are discussed next and samples of school newsletters and forms for training and home visits provided. The next chapter addresses planning and scheduling of language intervention and is followed by a consideration of classroom management with guidelines for managing behavior, and a review of data collection in the classroom. Provided for each lesson plan in Part II is information on language targets, materials, and procedures. References accompany most chapters. (DB)

ED 334 788 EC 300 534

Coling, Marcia Cain
Developing Integrated Programs: A Transdisciplinary Approach for Early Intervention.
PUB DATE- 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cognitive Development; *Developmental Disabilities; Early Childhood Education; *Early Intervention; Eligibility; Handicap Identification; Individualized Programs; Inservice Education; *Interdisciplinary Approach; Language Acquisition; Neuropsychology; Piagetian Theory; *Program Development; Program Implementation; Screening Tests; Sensory Integration; Speech Therapy; *Student Evaluation; Teaching Methods; Teamwork; Theories

This book presents an amalgam of early intervention ideas from the fields of education, occupational therapy, and physical therapy for children with developmental delays. An introductory chapter describes the approach s three theoretical bases: neurodevelopmental treatment (NDT), sensory integration, and Piagetian theory. Chapter 1 considers assessment, including determination of eligibility, screening, diagnosis, evaluation for program planning, and program evaluation. NDT program components are reviewed in Chapter 2, including positioning, handling, and facilitating movement. Chapter 3 considers sensory integration program components including tactile, vestibular, and proprioceptive activities. Piagetian program components such as play and cognitive content are described in the fourth chapter, covering object permanence, means-ends and cause-effect, gestural and vocal imitation, and spatial relationships. Chapter 5 presents speech-language program components including feeding, speech production, auditory responsiveness, communication, and augmentative communication. Chapter 6 offers guidelines for integrating program components, with sections on the team model, team members, services

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Bilingual Students; *Cultural Differences; Curriculum Development; Deafness; Dialects; Elementary Secondary Education; English; Evaluation Methods; Hispanic Americans; Interpreters; Language Acquisition; *Language Handicaps; Learning Strategies; *Parent Participation; Referral; Second Language Instruction; *Special Needs Students; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Individual Family Service Plans

This "ERIC Flyer File" presents a collection of digests, minibibliographies, excerpts, and reprints on culturally and linguistically diverse exceptional learners. The collection of 18 items addresses 3 areas: assessment, curriculum and instruction, and parent involvement. The six resources on assessment focus on young Hispanic children with deafness, language disorders in bilingual students, dialect differences, use of interpreters and translators, and preventing inappropriate referrals to special education. The nine resources on curriculum and instruction address bilingual special education, effective instruction for children with mild disabilities, functional language instruction for students with moderate to severe disabilities, empowering students with learning problems, English as a Second Language in special education, impact of disability on language acquisition, learning styles strategies, and multicultural education. A bibliography on instruction and program development is also provided. Three resources discuss parent involvement, specifically communicating with culturally diverse parents, use of ecocultural theory as a context for the Individual Family Service Plan, and a bibliography. (JDD)

ED 334 809 FL 018 431

Berney, Tomi D.; Nadler, Harvey
Chinese Bilingual Career Awareness Program. Project CAP, 1987-88. OREA Report.
PUB DATE- Jun 89
NOTE- 27p.; For a related document, see ED 298 792.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Career Awareness; *Chinese; Computer Literacy; Counseling Services; Curriculum Development; *English (Second Language); Extracurricular Activities; Junior High Schools; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Staff Development; Tutorial Programs
IDENTIFIERS- New York City Board of Education; *Project CAP NY

In its second year (1987-88) of funding (part of the Elementary and Secondary Education Act Title VII), the Chinese Bilingual Career Awareness program (Project CAP) served 258 native Chinese-speaking, limited-English-proficient (LEP) students and 24 non-LEP students at two junior high schools in New York City. The project provided instruction in English as a second comes close to meeting the need for accountability, but lacks a degree of external validity. Standardized tests can been combined with the Victorian (Australia) literacy profile to strengthen its validity. A similar strategy has been used successfully in the United Kingdom. (MSE)

ED 334 830 FL 019 276

Viaggio, Sergio
Teaching Beginners the Blessings of Abstracting and Compressing (And How To Save a Few Lives in the Process).
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracting; Discourse Analysis; Interpreters; *Interpretive Skills; *Language Processing; Oral Language; Skill Development; *Translation; Vocabulary Development

Translators must understand what they translate, but oral language is generally more redundant than written language and the translator need not repeat everything he hears. One method of teaching this skill is to have students sight translate a text in its entirety and then abridge it to its minimum informative content. Abstracting and compressing are keys to dealing with speech that is too rapid. Abstracting is like precis writing, requiring thorough analysis of the text with rigorous hierarchization of its content. Compressing involves condensing of the text s form. Interpreters should be taught to think of the shortest synonym or equivalent first. Two United Nations speeches in English, translated into Spanish, provide illustrations of the quantitative and qualitative differences between a good semantic translation, an abstract, and a compressed text, and also of the disastrous results of over-abstraction. While translators should not necessarily abstract or compress in all translating situations, they should be trained and practiced in the necessary skills for the situations that either allow for or demand an abstract or compressed text. (Contains 15 endnotes and 24 references.) (MSE)

ED 334 831 FL 019 277

Viaggio, Sergio
Cognitive Clozing To Teach Them To Think.
PUB DATE- 91
NOTE- 8p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; Adverbs; Class Activities; Classroom Techniques; *Cloze Procedure; *Form Classes (Languages); *Interpretive Skills; Language Patterns; *Language Processing; Nouns; Numbers; Oral Language; Prepositions; *Translation; Verbs; *Vocabulary Development; Written Language
IDENTIFIERS- Names

A cloze-type procedure can be used effectively to teach interpreters how to anticipate what the speaker will say,

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Education; Accounting; Computer Literacy; Graduate Surveys; High Schools; *Integrated Curriculum; Microcomputers; *Outcomes of Education; *Program Effectiveness; Program Implementation; *Vocational Education; Vocational Followup
IDENTIFIERS- *Greene County Career Center OH

The Options Program, a vocational program using applied academic courses at the Greene County Career Center in Ohio, was evaluated in 1989-90. Objectives measured were program enrollment, job placement of graduates, and postsecondary education of graduates. Data were gathered by comparing the enrollment, placement statistics, and percentage enrolled in postsecondary education since implementation of the Options Program in 1985-86 with the statistics of completers of the previous 4 years. The study found that the number of seniors enrolled decreased slightly following implementation of the Options Program. The percentage of completers employed in related jobs showed an increasing trend following program implementation. The percentage of graduates enrolled in postsecondary education showed significant increases from 1987-88 to 1989-90. The study indicates that the Options Program is succeeding in preparing students for employment in their related areas and in preparing students for continuing education. The study concluded that the Options Program should be continued and expanded to other vocational areas beyond the accounting and computer areas that have been implemented. (13 references) (KC)

ED 334 357 CE 058 355

Rossetti, Rosemarie
Factors That Influence Students Not To Enroll at the Vanguard Joint Vocational School. Factors That Influence Students Not To Enroll at the Lawrence County Joint Vocational School.
PUB DATE- 91
NOTE- 240p.; For related documents, see ED 301 697, ED 305 445, ED 314 637, ED 319 919, and ED 324 541.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; *College Bound Students; Decision Making; Educational Research; Enrollment; *Enrollment Influences; Enrollment Trends; Grade 11; High Schools; Literature Reviews; Regional Schools; Relevance (Education); *Student Attitudes; Student Motivation; Student Recruitment; *Vocational Education; Vocational Schools
IDENTIFIERS- Lawrence County Joint Vocational School OH; Vanguard Joint Vocational School OH

Two research reports provide results of two Ohio studies to investigate factors that influence a student not to enter a high school vocational curriculum. The studies focus on the Vanguard Joint Vocational School (JVS) and five feeder comprehensive high schools and the Lawrence County JVS and seven feeder comprehensive high schools. Both reports begin with background and setting, research objectives and definitions, and a literature review. This review summarizes theories of career choice and factors that influence career decision making. Other sections of the reports describe procedures, results, and recommendations. The Lawrence County project population consisted of all nonvocational 11th-grade students in feeder school English and government classes; the checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 377 CE 058 392

Standardized Curriculum for Building Trades.
PUB DATE- Jun 89
NOTE- 39p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Bricklaying; *Building Plans; *Building Trades; *Carpentry; Check Lists; Competency Based Education; Construction Materials; *Core Curriculum; Electrical Systems; Electricians; *Finishing; Hand Tools; Masonry; Plumbing; Safety; Secondary Education; State Curriculum Guides; *State Standards; Structural Elements (Construction); Student Evaluation; Trade and Industrial Education
IDENTIFIERS- *Electrical Wiring; Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: building trades I and II. The eight units in building trades I are as follows: safety; measurement; tools, equipment, and hardware; building plans and blueprints; introduction to carpentry; introduction to plumbing; introduction to electrical wiring; and introduction to masonry and brick. Building trades II consists of four units: safety; framing and roofing; exterior finish; and interior finish. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 378 CE 058 393

Standardized Curriculum for Business Cooperative Education.
PUB DATE- Jun 89
NOTE- 56p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Banking; Behavioral Objectives; Business Communication; *Business Education; Check Lists; Competency Based Education; *Cooperative Education; *Core Curriculum; Database Management Systems; Financial Services; Government Employees; Human Relations; Individual Development; Information Management; Interpersonal Relationship; Job Application; Keyboarding (Data Entry); Leadership Training; Publishing Industry; Secondary Education; Secretaries; State Curriculum Guides; *State Standards; Student Evaluation; Typewriting; Word Processing
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: business cooperative education I and II. The 10 units in business cooperative education I are as follows: orientation; keyboarding and skill building; leadership development; personnel development; human relations; business

Standardized Curriculum for Plumber/Pipefitter/Steamfitter.
PUB DATE- Jun 89
NOTE- 52p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; Hand Tools; *Plumbing; Secondary Education; State Curriculum Guides; *State Standards; Teaching Methods; Trade and Industrial Education; Vocational Education; *Welding
IDENTIFIERS- Mississippi; *Pipe Fitters

This curriculum guide for plumbing/pipefitting/steamfitting was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all plumbing/pipefitting/steamfitting programs in the state. The guide contains objectives for Plumber/Pipefitter/Steamfitter I and II courses. Units in course I are as follows: occupational introduction and leadership activities; safety; tools and equipment; oxyacetylene cutting; oxyacetylene welding; shielded metal arc welding; pipe; and pipe fittings. Units in course II are as follows: orientation; safety; tools and equipment; oxyacetylene cutting; oxyacetylene welding; blueprint reading; measurements; valves and fittings; and plumbing fixtures. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 399 CE 058 414

Standardized Curriculum for Service Station Retailing.
PUB DATE- Jun 89
NOTE- 59p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Distributive Education; Educational Resources; Hand Tools; Industrial Arts; Repair; *Retailing; Secondary Education; Service Occupations; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Mississippi; *Service Station Operators

This curriculum guide for service station retailing was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all service station retailing programs in the state. The guide contains objectives for service station retailing I and II courses. Units in course I cover the following topics: orientation; safety; hand tools; fundamentals of the gasoline engine; cooling system; the lubrication system; the automotive brake system; the automotive fuel system; the automotive ignition system; the automotive clutch; and wheels and tires. Units in course II cover orientation; fundamentals of the gasoline engine; cooling export markets; and (6) developing and expanding agricultural markets. Lessons contain objectives, materials/references needed, transparency masters, interest approach, questions and answers, student activities, tests with answers, and a conclusion. (Diskettes are available for this course for economic simulation games and Appleworks spreadsheets.) (KC)

ED 334 419 CE 058 469

Park, Rosemarie J.; Olson, Rebecca
Minnesota s Adult Literacy: Policy Directions and Impact on the Workplace.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Business Responsibility; *Dislocated Workers; Employer Employee Relationship; Employment Qualifications; *Government Role; *Literacy Education; Policy Formation; Public Policy; School Role; State Programs; Statewide Planning; Test Use; *Welfare Recipients
IDENTIFIERS- *Minnesota; *Workplace Literacy

This monograph examines adult education issues in Minnesota, such as the proper role of the Federal Government, institutions of higher education, the business sector, the non-profit sector, labor unions, the public schools and community education, teachers, public school administrators, and learners in the fight against adult illiteracy in the workplace; and accountability for the learning that occurs. Chapter 1 of the monograph describes the current status of efforts to improve the literacy level of welfare recipients. This chapter also addresses the difficulties faced by the long-term structurally unemployed. Chapter 2 examines the role of literacy training in helping displaced workers in becoming reemployed and in helping the underemployed to improve their job status. Chapter 3 looks at the mechanics of using current literacy tests as criteria for hiring and promotion as well as the legal implications of having a work force unable to read crucial product safety and warning information. The final chapter reviews briefly the roles of government, education, the private sector, and the individual in improving the literacy level in the state. A brief review of the programs currently available to adults in need of literacy education is also included. (20 references) (KC)

ED 334 420 CE 058 471

Stasz, Cathy; Grubb, W. Norton
Integrating Academic and Vocational Education: Guidelines for Assessing a Fuzzy Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Guidance; Counseling Services; *Dropout Prevention; *Guidance Centers; *High Risk Students; Postsecondary Education; Program Effectiveness; Program Implementation; *Student Personnel Services; *Student School Relationship; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Cossatot Vocational Technical School AR

An orientation, testing, and counseling program to improve the dropout rate of at-risk postsecondary vocational students in Arkansas was developed and field tested at Cossatot Vocational Technical School, DeQueen, Arkansas. Project activities included: (1) improving prevocational exploration and assessment through the development of a well-equipped Counseling Resource Center; (2) developing an enhanced and streamlined orientation/assessment/placement system; (3) improving affective domain skills and knowledge through the creation of a Current Issues and Attitudes program; (4) improving student support services; and (5) providing effective and efficient job placement services through the cooperative use of the Counseling Resource Center. A marketing campaign was conducted to make the public aware of the value of vocational training, and free vocational evaluation was made available throughout the year. A comparison of enrollment figures, dropout or withdrawal rates, and completion rates of regular and at-risk students for the 3 years covered by the program (1987-88, 1988-89, and 1989-90) was made using the 1986-87 year as the base. The comparison showed that the dropout rate for all students declined from about 48 percent to 19-27 percent during the program, and the dropout rate for at-risk students dropped from 63 percent to about 16-26 percent. (KC)

ED 334 438 CE 058 506

Basic/Technical Literacy Project. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Literacy Education; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; Reading Achievement; *Remedial Programs; *Remedial Reading; Self Evaluation (Individuals); *Skill Development; Study Guides; *Teaching Methods; Textbook Content
IDENTIFIERS- White River Vocational Technical School AR

The Basic/Technical Literacy project at White River Vocational Technical School in Arkansas implemented a comprehensive curriculum to raise students basic reading and technical literacy levels in their chosen skill area. During the project, master vocabulary lists for each skill area were developed, and self-test worksheets and study guides were constructed from the master lists. After students with reading deficiencies were identified, they were given compensatory instruction with their technical texts. Other adaptive techniques used included highlighting texts to improve skimming and scanning skills, audiotaping texts, and making minor modifications in instructional techniques used in technical theory classes. A guidebook was produced to augment the assimilation of the

Development.
PUB DATE- 91
NOTE- 289p.; For related documents, see CE 058 551-553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Basic Skills; Dislocated Workers; *Economically Disadvantaged; *Educational Quality; High School Equivalency Programs; Job Placement; Job Skills; *Job Training; Postsecondary Education; Program Evaluation; Transfer of Training; Unemployment; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Service Delivery Areas

Job Training Partnership Act (JTPA) programs impart job-related skills to economically disadvantaged individuals to improve both their immediate post-program employment and their long-term employment potential. To assess the quality of the training currently provided under JTPA, a study looked at program designs and service delivery practices in 15 randomly selected Service Delivery Areas (SDAs) around the country during 1988 and reviewed the training received by adult participants in 43 different occupational training programs. The objectives of the study were as follows: (1) develop and test operational criteria for assessing JTPA training; (2) identify current JTPA policies, service designs, and implementation procedures, and other long-term training and employability goals; and (3) make recommendations to strengthen the quality of programs and outcomes. Three different stages in the service delivery process were identified: (1) client selection and matching to services; (2) provision of job-relevant instruction; and (3) job development and placement process. Principal findings address SDA practices, classroom training, and on-the-job training. (Seventeen recommendations and 15 references and 3 appendices are included. Three appendixes consists of: (1) criteria indicating quality training; (2) matrix of study topics by data sources; and (3) summary of progress design features oriented to hard-to-serve clients.) (NLA)

ED 334 458 CE 058 551

JTPA Staffing and Staff Training at the State and SDA Levels. Research and Evaluation Report Series 91-B.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 91
NOTE- 540p.; For related documents, see CE 058 550-553.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Community Programs; Compliance (Legal); *Employment Programs; Employment Qualifications; Federal Legislation; Federal Programs; Job Performance; *Job Training; *Personnel Needs; Program Effectiveness; Program Evaluation; Program Improvement; *Staff Development; *State Agencies; State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Service Delivery Areas

An assessment was made of the staff structures of Job Training Partnership Act (JTPA) programs, recommended staff backgrounds, current staff backgrounds, and staff development measures. Recommendations were made on how staff development could be improved. Data for the study were gathered through a survey of femininity than nongifted males, but females classified similarly did not differ. In addition, femininity tended to decline at higher grade levels for both males and females, both gifted and nongifted. This research provides data which indicate the gifted may interpret role patterns differently from the nongifted. The notion that the intellectually gifted may also be psychosocially distinct with respect to sex role identity is supported if the cognitive-developmental theoretical perspective is followed. (LLL)

ED 334 477 CG 023 492

Stickel, Sue A.; Ellis, Kathryn L.
Dating Relationships of Entering Freshmen: A Baseline Study of Courtship Violence.
PUB DATE- Feb 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Dating (Social); Higher Education; Interpersonal Attraction; Social Behavior; *Student Attitudes; Surveys; *Violence
IDENTIFIERS- Student Surveys

This study established baseline data on the relationship attitudes and behaviors of entering first-year students. Subjects, 97 male and 178 female entering first-year students at a mid-sized regional mid-Atlantic public university, responded to a relationship questionnaire (for a response rate of 69%). Questions related to specific relationship behaviors were taken from L. P. Rouse s Dominance Motive and Dominance Possessiveness Scales. Results indicated that: (1) the subjects were of the traditional age for entering college and were from families where parents were married; (2) most subjects wanted a committed relationship, had experienced dating relationships, and had used alcohol; (3) women scored higher on dominance motive measure and the measure of physical abuse toward their partner; (4) men were significantly higher on the overall measure of dominance possessiveness; and (5) no significant gender differences existed for physical abuse from their partner. Findings suggest that there are students on university campuses who are at risk for courtship violence and that students bring violent behaviors with them when they arrive. (RS)

ED 334 478 CG 023 493

Marelich, William D.; And Others
Simple Convergences? Piagetian Theory and Its Relationship to the Epistemology of James Mark Baldwin.
PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Psychological Association/Rocky Mountain Psychological Association (69th, Reno, NV, April 27-30, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cognitive Psychology; Developmental Stages; *Epistemology; Learning Theories; *Piagetian Theory

Personality Type as a Determinant of Caregiver Distress:
Preliminary Findings Using the Weinberger Assessment Inventory.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented to the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregivers; Females; *Life Satisfaction; *Personality Traits

This study explored personality characteristics of female help-seeking caregivers. Female caregivers (N=45) of elderly demented relatives were actively recruited through mass media and special interest groups to participate in a psychoeducational class to alleviate the frustrations of caregiving and increase life satisfaction. The Weinberger Adjustment Inventory (WAI), the Beck Depression Inventory (BDI), the State-Trait Anger Scale (STAS), the Appraised Burden Scale (VSBS), and the Positive and Negative Affect Scales (PANAS) were all instruments used. Results classified 47% of the sample as sensitized under the WAI, 18% were reactive, 16% were oversocialized, 16% self-assured, 4% repressive. No subjects were classified as undersocialized. There were no statistically significant differences on measures of state anger (STAS) or subjective and objective burden (VSBS). Reactive personality types were highest on STAS trait-anger scores. Sensitized types were highest on BDI and PANAS negative affect scores. Like the oversocialized types, the sensitized had low PANAS positive affect scores. Self-assured subjects were high on the positive affect scale of the PANAS, and low on the PANAS negative affect scale, BDI, and STAS trait-anger scales. The results of this study indicated that the WAI is appropriate for use with female caregivers of elderly and demented relatives, and offer hope that WAI can help clinicians understand the differential degrees of distress experienced in similar situations. (Author/BHK)

ED 334 498 CG 023 513

Herring, Roger D.
Senior High Career Counseling and Guidance Strategies: Are They Very Effective?
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; High Schools; *High School Students; Minority Groups; *School Counseling; *School Guidance

High school counselors have the mission to advise students, especially ethnic minority students, of projected labor shortages. Today s high school students also need to become more career oriented, and not limited to just looking for a job. This study examined the extent to which career guidance and counseling are delivered to senior high school students, career guidance and counseling is in need of additional emphasis, and there are differences in career guidance and counseling delivery relative to ethnicity. Subjects (N=295) were senior high school students, nearly evenly divided between African-American and Anglo-American students. Subjects completed an instrument called "Debunking Occupational Myths: A counselor s task is to understand better the rather limited differences and learn better to deal with these differences. (ABL)

ED 334 518 CG 023 535

Isakson, Richard L.; Call, John M.
The Freshman Student and Academic Success: A Counseling Center s Approach.
PUB DATE- Mar 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Advising; Adjustment (to Environment); Athletes; *College Freshmen; *Counseling Services; Higher Education; *Outreach Programs; Peer Counseling; Student Personnel Services
IDENTIFIERS- Brigham Young University UT

This paper describes three outreach programs implemented by the Counseling and Development Center (CDC) at Utah s Brigham Young University (BYU) to better serve the academic needs of freshmen. The first program is a cooperative program with the BYU Housing Department aimed at facilitating adjustment to college and personal development of students living in on-campus housing. A course bearing one hour of academic credit is offered through the Heritage Developmental Community (HDC) project which provides students with experiential learning activities. The HDC students tended to receive higher semester grade point averages when compared to the general freshman population and a sample of freshman females who did not participate in HDC. The second outreach program was a pilot program for an academic peer assistance program. The program consisted of recruiting and training students to be peer assistants, and offering their services to students placed on academic warning. The program will become a valuable asset for students with academic concerns as the program is refined and the needs of the students are better identified. The third outreach program was a pilot program designed to be administered to all new transfer and freshman football players. The program consisted of academic and vocational testing and a follow-up interview. The major problem with the program was the difficulty in getting students who needed additional testing because of possible learning problems to return for follow-up counseling. (LLL)

ED 334 519 CG 023 536

Trimble, Joseph E.
Cognitive-Behavioral Skills Enhancement and Deterring Drug Abuse among American Indians.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 17 Aug 91
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; *American Indians; *Behavior

provides a discussion and analysis of: (1) the factors and conditions which are suggested as placing increasing numbers of students at high risk for educational disadvantage (e.g., poverty, being a member of a racial/ethnic minority group, living in a single parent family, having limited English proficiency, inappropriate or ineffective curricula, etc.); (2) common barriers and obstacles which often prevent effective parental involvement in their child s educational program (e.g., false assumptions about level of parental interest and motivation); and (3) major attributes of successful school-parent programs. The roles and responsibilities of school psychologists in promoting more effective communication between school personnel and parents of disadvantaged students are discussed along with specific suggestions for increasing their level of meaningful involvement in this process. (Author)

ED 334 537 CS 009 571

Reading Education and Education for Employment.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Curriculum Guides; Elementary Secondary Education; *Reading; *Reading Instruction; School Business Relationship
IDENTIFIERS- *Education for Employment (Wisconsin); Job Related Literacy

This reading curriculum for the Education for Employment Project (a project based on business and education partnerships, with the goal of producing the finest, best educated, and most skilled work force in the United States has as its purpose the development of strategic readers critical thinkers who view reading as a lifelong interactive process which fosters communication and leads to self, cultural, and career awareness in a literate society. It is intended to serve as a guide for the integration of Education for Employment into the regular curriculum. The curriculum contains eight general goals (such as using literature to become sensitive to workplace interactions and demonstrating strategic reading behaviors independently in the workplace), each with supporting objectives and activities. (SR)

ED 334 538 CS 010 615

Bowers, Patricia Grieg
Implications for Reading Skills of Developing Abilities to Automatize Name Retrieval under Varied Conditions.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; Grade 2; Grade 4; Longitudinal Studies; Orthographic Symbols; Phonology; *Reading Difficulties; *Reading Processes; Reading Research; *Reading Skills; Skill Development
IDENTIFIERS- *Naming Response; Ontario

A study investigated how knowledge of a word s meaning, included; 36 references are attached.) (RS)

ED 334 559 CS 010 650

Huebsch, Winnie R.
Utilizing Tradebooks in the Elementary School: Considerations and Implications for Change.
PUB DATE- May 91
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Education; Inservice Teacher Education; *Reading Instruction; *Reading Material Selection; Reading Programs; *Whole Language Approach
IDENTIFIERS- *Trade Books; Wisconsin

Since 1987, the school district of West Allis-West Milwaukee (Wisconsin) has reviewed and revised its elementary reading program based on the philosophy that spoken, read, and written language must flow naturally from the child, be used in meaningful ways to communicate real needs, and involve tradebooks. Numerous inservice presentations and meetings generated a rich flow of dialogue that has eased much of the discomfort which attends any major educational change. The basal reader has become but one component of a varied literature program. Increasingly, reading instruction has moved towards "whole-class" instruction. Trade books were chosen by a committee (with input from many staff members) and gradually introduced into the curriculum. Distribution and financial constraints remain the greatest challenges to the success of the tradebook program. Mandated district testing needs to become more consistent with the principles of whole language, literature-based instruction if it is to reflect appropriately the reading/language arts growth of the students in the district. (A list of the tradebooks used in the district and the tradebook evaluation guide are attached.) (RS)

ED 334 560 CS 010 652

Nagy, William E.; And Others
The Development of Knowledge of Derivational Suffixes. Technical Report No. 536.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Intermediate Grades; *Morphology (Languages); Reading Research; *Reading Skills; Secondary Education; Secondary School Students; Skill Development; *Suffixes; Word Study Skills
IDENTIFIERS- Word Structure

Knowledge of morphology--the ability to gain information about the meaning, pronunciation, and part of speech of new words from their prefixes, roots, and suffixes--is an important component of skilled reading. As part of a larger program of research on morphology, a study explored the development of students knowledge of common English suffixes. Two aspects of woman of Iranian-Macedonian descent and the researcher was the subject s composition teacher. The study focused on the subject s use of metaphor in relation to communal uses of metaphor in the classroom. Three levels of analysis (micro, intermediate, and macro) were used, analyzing: (1) grammatical-semantic metaphor in the subject s language; (2) lexical metaphor in the subject s texts; and (3) lexico-semantic metaphor as it appeared in communal texts. The subjects texts--both spoken and written--were not well-received in the classroom, and she herself defined herself as an outcast. Results indicated that the subject did not fit into the classroom "community" because she was deploying the same set of linguistic resources--metaphors--in ways that did not mesh neatly with the ways most students were deploying metaphorical uses of language. Findings suggest that the commonly accepted notion of "community" and the notion of resistance fail to explain why some students do well in composition classrooms and why some do not. Students should be taught that conflict is constitutive, normal, and necessary; it explains the dynamism of language and meaning, and it is inherent in social groups. Findings also suggest that composition teachers should conceptualize their classrooms not as communities but as "collectivities" and begin to listen actively for the metaphors students offer to define themselves as a group-in-process. (RS)

ED 334 580 CS 212 942

Mehta, Lila
Multicultural Folktales: A Golden Mine of Literature.
PUB DATE- 5 Apr 91
NOTE- 77p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Class Activities; Elementary Education; Fairy Tales; *Folk Culture; Foreign Countries; *Multicultural Education
IDENTIFIERS- Canada; *Folktales; *Multicultural Materials

This paper asserts that multicultural literature must not be set aside as "other" literature, or worse, be dismissed as second class literature. The paper argues the intrinsic value of multicultural literature, and outlines class and individual activities that show the vast possibilities of stories from around the world. The following materials are included: overheads, stories and ideas for using writing, teacher directed activities, art, dress-up ideas, thinking activities, and music for Cinderella stories from various countries and traditions). Also provided are: a list of tales about giants/ghosts/dragons/witches/wizards/genies; a list of magic pot adventures; a list of flying horse/animals/carpets tales and activities; and information about festivals of lights such as Christmas, Hanukkah, Divali and Kwanzaa. Other multicultural themes the paper suggests are gradparents around the world, wonderful wearable fashions from around the world, and international cuisine. (PRA)

ED 334 581 CS 212 946

Center for the Study of Writing. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement

Elementary School Students; Elementary Secondary Education; Letters (Correspondence); Picture Books; Reading Materials; *Reading Writing Relationship; Secondary School Students; *Student Motivation; *Writing (Composition); *Writing Attitudes; Writing Instruction
IDENTIFIERS- Writing Development; *Writing Models

Books that remind children and adolescents that writing is fun and that they can be writers not only confirm the reading/writing connection, but also demonstrate that reading can be a springboard to writing. Writing and receiving letters is very exciting to beginning readers, and there are many picture books that provide examples of how to write a letter, what to include, and how a person can organize his/her thoughts. "The Jolly Postman, Or, Other People s Letters" by Janet and Allan Ahlberg, "Frog and Toad Are Friends" by Arnold Lobel, and "Letter to Amy" by Ezra Jack Keats, for example, illustrate some of the purposes of writing with which young children are familiar: to express thanks and appreciation, to issue an invitation, and to express the writer s feelings. Bruce Brooks "The Moves Make the Man" shows two adolescent boys advocating writing as a worthwhile activity, not something to be confined to school assignments. In this story, the reader is told what "equipment" is needed for writing, and that writing is an effective vehicle for sorting out thoughts, and for telling a story. Other stories such as "Dicey s Song" by Cynthia Voight and "Dear Mr. Henshaw" by Beverly Cleary illustrate that getting a response is another prime reason for writing. And Lois Lowry s "Rabble Starkey" teaches students how to improve their own writing by using a thesaurus. These and other books are good models for reminding students that writing is fun. (PRA)

ED 334 599   CS 212 977

Creative Writing by Creative Kids VII.
PUB DATE- 91
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Creative Writing; *Elementary School Students; Elementary Secondary Education; *Secondary School Students; Student Writing Models
IDENTIFIERS- *Childrens Writing; Wisconsin

This book contains stories, poems, essays, and letters about nature and animals, fantasy and real life, people, places, and science fiction. Writing selections and art work in the book were chosen by K-12 teachers to reflect the best efforts of their students. A preface and a list of student authors and artists precede the writing selections, and a list of participating schools and teachers concludes the book. (SR)

ED 334 600   CS 212 978

Los Cambios en el Programa de Estudios de la Lengua: Folleto para los Padres de Familia (The Changing Language Arts Curriculum: A Booklet for Parents).
PUB DATE- 91
NOTE- 19p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

eight criteria are ideals which cannot exist in totality. There are also costs and constraints to constituting a community radio station in this manner: time, homogeneity, emotional intensity, nondemocratic individuals, environmental constraints, individual differences, and the non-reflexivity of broadcast time and resources. While the media of communication can be no more democratic and egalitarian than the people who create them, they can help point the way for more democratic community praxis in the future. (Forty-two references are attached.) (PRA)

ED 334 619 CS 507 522

Chang, Tsan-Kuo; Lee, Jae-won
U.S. Gatekeepers and the New World Information Order: Journalistic Qualities and Their Impact.
PUB DATE- May 91
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editors; Educational Attainment; Foreign Countries; Global Approach; Information Sources; International Communication; Journalism; *Mass Media Role; Media Research; National Surveys; *News Media
IDENTIFIERS- Media Coverage; *New World Information Order; *UNESCO; United States; World Views

A national survey examined how United States newspaper editors responded to the 6 major issues surrounding the New World Information Order (NWIO) debate at the United Nations Educational, Scientific, and Cultural Organization (UNESCO) regarding the form and content of news flow at the international level. A 6-page questionnaire was completed by editors, managing editors, or foreign news editors at 279 newspapers (for a 51.7% response rate). Results indicated that most United States newspaper editors firmly opposed the demands that might alter the free flow structure of news traffic among countries, or that could compromise the independence of the American press free from external interference in the international communication arena. They were, however, more receptive to criticism concerning the technical deficiency of American news media coverage of foreign countries. The editors responses to NWIO issues appeared to be a function of their professional training and political ideology. Those editors who were liberal, with better foreign language training, tended to be more sympathetic to the demand for an equal and balanced news flow. (Two tables of data and 38 references are attached.) (SR)

ED 334 620 CS 507 523

Kim, Min-Sun; Raja, Narayan S.
Verbal Aggression and Self-Disclosure on Computer Bulletin Boards.
PUB DATE- May 91
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Support; Public Schools; Reduction in Force; *School Funds; *School Support; *State Aid
IDENTIFIERS- *West Virginia

County school districts in West Virginia are facing a funding crisis. Significant outmigration resulting in decreased school enrollment has caused the state legislature to change the state school aid formula, forcing school districts to lay off large numbers of low-seniority employees. The state legislature s perception that public schools are overstaffed, as well as insufficient property taxation and a statewide economic downturn make it unlikely that school funding will change in the next few years. Tables and graphs showing budget information, number of reductions because of layoffs, and administrator-to-student ratio comparisons are included. (8 references) (EJS)

ED 334 642 EA 023 069

Hess, G. Alfred, Jr.
The Reallocation of Funds under the Chicago School Reform Act.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Budgets; Categorical Aid; Change Strategies; Educational Assessment; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Financial Support; Fiscal Capacity; *Money Management; *Resource Allocation; School Funds; School Restructuring; *School Support; State Aid
IDENTIFIERS- *Chicago Public Schools IL; Education Consolidation Improvement Act Chapter 1

As a result of state legislators conviction that Chapter 1 fund mismanagement by the Chicago Public Schools had led to yearly increases in administration size to the detriment of students real needs, the Chicago School Reform Act of 1988 placed a cap on noninstructional expenses and a progressive cessation on state aid to the poverty impaction element of Illinois school aid formula. The corrective action required all but 5 percent of Chapter 1 funds to be spent only in schools. School funds have been reallocated to give teachers a 33 percent salary increase and to increase school-level staff while reducing administration size. Prior to reform, schools enrolling between 90 percent and 99 percent low income students received the least funding, while those with 100 percent and less than 30 percent received the most. Although the base level of funding is still far from equal, categorical programs can even out per pupil support so that Chapter 1 funding can have more compensatory effects. Continuing concerns in the arena of fund reallocation relate to the overall fiscal health of the Chicago Board of Education. Graphs and tables are provided to help illustrate funding and staffing changes. (16 references) (EJS) tables of financial information are used to illustrate information that shows the success of the statute that has produced a number of desirable effects such as more equal teachers salaries. Seven of the 24 tables are given in an appendix. (EJS)

ED 334 662 EA 023 139

An Education Agenda for Minnesota: The Challenges to Our Communities and Schools. A Report of the Minnesota Business Partnership.
PUB DATE- Mar 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Administrative Organization; Cultural Pluralism; Early Childhood Education; Educational Finance; *Educational Improvement; Elementary Secondary Education; *Learning Readiness; Parent Participation; Research and Development; *School Business Relationship; School Choice; School Schedules; *State Action; Student Employment; Student Evaluation; Teacher Effectiveness
IDENTIFIERS- *Minnesota; *Partnerships in Education

Although the Minnesota Business Partnership is generally pleased with the success of its school choice initiatives, it realized that more must be done to improve educational quality. Concentrating on learning readiness, this report discusses the role of education in a healthy society, describes the condition of education in Minnesota, and offers recommendations for effecting an education renaissance. Although Minnesota graduates 91 percent of its students entering high school, questions have arisen concerning graduation standards. Also, the dropout rate has been creeping upward for a decade, while Scholastic Aptitude Test scores have dipped below the national average. The larger educational system is suffering from two crises: (1) its academic agenda; and (2) children s learning readiness. Too few families today can provide the readiness and support our children need. Academic program reforms will be of little use unless learning readiness programs are provided for all students. The education problem is a systemic dysfunction confronting our whole society. The Minnesota Business Partnership agenda comprises 13 proposals concerning learning readiness, early childhood education, access to education, research and development, assessment of education outcomes, education mandates, the school calendar, administrative organization, education finance, teaching, cultural diversity, parental involvement, and student employment. (MLH)

ED 334 663 EA 023 141

Model Policy on Student Publications Code.
PUB DATE- Feb 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Freedom of Speech; *Journalism Education; *Models; School Policy; *School Publications; State Departments of Education; *Student Rights
IDENTIFIERS- *Iowa

In 1989, the Iowa Legislature created a new code section that

*Expenditure per Student; *Financial Problems; *Legal Problems
IDENTIFIERS- *Ohio

Since June 1979, when the Ohio Supreme Court declared Ohio s finance system constitutional, that system has continued to deteriorate, as evidenced by the number of districts borrowing from the school loan fund. Moreover, the supreme courts of four other states have recently declared their state financing systems unconstitutional. This paper reviews literature and case law relevant to school finance issues and analyzes Ohio s finance system to determine if there are sufficient grounds to question its constitutionality. Based on the case law summary, the unconstitutionality odds have improved significantly. The ensuing examination of disparities in school district expenditures, tax rates, teacher salaries, curricula, facilities, services, and the funding structure itself leads to the same conclusion. Since there is little doubt that Ohio s financing system is unconstitutional, the big question is whether the Ohio Supreme Court will hide behind the "Rodriguez v. San Antonio Independent School District" decision, as it did in "Cincinnati v. Walter" in 1979. Ohio s legislators are urged to change the present educational finance system in the interest of students. (23 references; 10 bar graphs) (MLH)

ED 334 683 EA 023 166

Beaver, J. F.
Sharing the Vision, Power, and Experience: Increasing the Technology Competence of Administrators.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual International Conference on Technology and Education (7th, Brussels, Belgium, April 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Administrators; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Management Development; *Professional Development

Developing long-range plans that support educational computing programs requires leaders that understand the problems and promises of instructional computing. If administrators are expected to provide the vision needed to guide program development, they must first be encouraged to increase their computer competence. A course on administrative uses of computers that provides opportunities for mastering productivity applications and for planning instructional computing program development can give administrators the necessary competence to understand the kind of training and support that teachers need to help them master the machines. The paper concludes with a brief description of a recommended course. (8 references) (EJS)

ED 334 684 EA 023 167

Cody, Frank J.; Dise, John H., Jr.
Manual of Educational Risk Management.
PUB DATE- 91
NOTE- 984p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Educational Improvement; Elementary Secondary Education; Guidelines; Merit Pay; Salary Wage Differentials; State Legislation; *State Programs; *State School District Relationship; *State Standards
IDENTIFIERS- *North Carolina

Questions and answers on North Carolina s Senate Bill 2, the School Improvement and Accountability Act, are presented in this booklet. General information about governance, assessment, and funding is provided in the first section. The next section explains setting specific student performance targets in the form of performance indicators. The issue of differentiated pay is clarified in the third section, focusing on the pay plan that offers a bonus or supplement to persons who perform extra work to develop their school s improvement plan. (LMI)

ED 334 707 EA 023 203

Especially for Teachers: The Connection. An Invitation to School Improvement in North Carolina, 3.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); *Educational Improvement; Elementary Secondary Education; Guidelines; *School Based Management; State Legislation; *State Standards
IDENTIFIERS- *North Carolina

North Carolina s educational reform effort is composed of three related programs--the Basic Education Program (BEP), the School Improvement and Accountability Act (Senate Bill 2), and a new system of state accreditation. Information about the complementary and interdependent connection among the three programs is provided in this publication. The BEP establishes state curriculum standards and guidelines for resource allocation. Accreditation is a mandatory process of measuring outcomes of the BEP, involving two types of standards: performance and opportunity. Senate Bill 2 gives local teachers and administrators decision-making authority over resource utilization, increasing local control but also increasing accountability. Answers to specific questions are provided in the last section. One figure is included. (LMI)

ED 334 708 EA 023 208

Lauder, Hugh, Ed.; Wylie, Cathy, Ed.
Towards Successful Schooling.
PUB DATE- 90
NOTE- 244p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Decentralization; Democratic Values; Educational Policy; Elementary Secondary Education; Equal Education;

Lehr, Susan; Lehr, Robert
Why Is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors. A Monograph for Parents of Children with Disabilities.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Child Rearing; Corporal Punishment; Disabilities; Discipline; Elementary Secondary Education; Intervention; *Parent Child Relationship; *Positive Reinforcement; Punishment; Training Methods
IDENTIFIERS- Aversion Therapy; *Aversive Stimuli; Gentle Teaching Approach

This monograph aims to assist parents in dealing with behavior problems of children with disabilities. It begins with a case history of an 8-year-old girl with learning disabilities, emotional problems, and behavior problems and her parents advocacy efforts to obtain an appropriate educational environment for her. Aversive interventions are described, and a rationale for using them is outlined. The concept of gentle teaching is proposed as an alternative to aversives, based on ignoring the disturbing behavior, redirecting the person into an acceptable behavior, and letting the person know how pleased the caregiver or parent is. The importance of understanding children s use of disruptive behaviors as a way of communicating is stressed. Three ways of responding to a problem behavior are discussed: crisis management, changing the environment, and positive programming or teaching. Practical suggestions are offered to assist parents and caregivers in responding to children when they are having behavior difficulties. The monograph concludes with a list of six references, a list of five additional resources, the position statements of the Autism Society of America and the American Association on Mental Deficiency on the use of aversives, and a resolution on intrusive interventions issued by The Association for Persons with Severe Handicaps. (JDD)

ED 334 729 EC 300 464

Wren, Carol; Segal, Laura
College Students with Learning Disabilities: A Student s Perspective.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Techniques; *College Students; *Educational Diagnosis; Higher Education; Individualized Education Programs; Intervention; *Learning Disabilities; Personal Narratives; *Student Characteristics

This booklet is intended to help parents and students better disabilities. The 1990 cohort is discussed in terms of living arrangements, work situations, job placements, post-school training, parent/guardian involvement in transition planning, and comparison with other cohorts. Numerous tables detail the findings. Major conclusions from findings for the first two groups are a lack of progress in the participants circumstances both for work (only 32 percent are in competitive work) and living arrangements (73 percent live with parents or guardians) and a dominance of traditional service options. Implications for transition programs are drawn. Findings for the 1990 cohort include 91 percent living with parents or guardians and work placements arranged for 64 percent. No substantial difference was found between the 1990 and earlier cohorts in living, working, and training situations. Includes 32 references and an appendix describing transitional services at the Allegheny Intermediate Unit. (DB)

ED 334 749 EC 300 495

Gordon, Elizabeth
Family Support Services and Residential Options for the Mentally Retarded in the U.S.: New Service Paradigms and Models.
SPONS. AGENCY- Edith L. Trees Charitable Trust.
PUB DATE- Nov 90
NOTE- 57p.; For a related document, see EC 300 494.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; Adults; Community Programs; *Delivery Systems; Demonstration Programs; Housing Needs; *Housing Opportunities; Independent Living; Innovation; *Mental Retardation; *Models; Normalization (Handicapped); Older Adults; Social Integration
IDENTIFIERS- Pennsylvania

This report outlines emerging paradigms of service for mentally retarded adults emerging from a nationwide search for innovative programs and practices. It was prompted by the consistent finding of a Pennsylvania longitudinal study that mentally retarded school completers tend to live indefinitely with parents or guardians. The study found the most common family support services in the nation are respite and child care, environmental adaptation, and family counseling. Noted among Pennsylvania s services is the Family-Driven Family Support Services Program in which persons with mental retardation and their families decide which services will best address their needs. Four programs that create innovative housing options for the mentally retarded are featured. The following three programs develop permanent housing arrangements in the community: Family Consortiums in Ohio (parents or guardians form a consortium which manages a certified home); the Resource Center for the Elderly in Illinois (matches adults with developmental disabilities with community residents in mutually beneficial shared living arrangements); and Prairie Housing Cooperative in Winnipeg, Manitoba, Canada (clusters of housing in which one unit is occupied by a handicapped individual). Project S.T.A.R. (Specialized Training for Adoption Readiness) in western Pennsylvania is an adoption agency for children with disabilities. Includes 45 references. (DB)

ED 334 750 EC 300 496

White, Karl R.

ED 334 769 EC 300 515

Roessler, Richard T.; Johnson, Virginia A.
Vocational Coping Training: Leader s Manual, Short Form.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 109p.; For related documents, see EC 300 514-517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

This Leader s Manual is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one s supervisor and co-workers. The 15-20 hour short training program incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The program is based on the social skill model derived from information processing components of input, processing, and output. The program s seven modules cover: (1) orientation to the work role; (2) sources of vocational information; (3) interpreting social cues in vocational situations; (4) self-messages; (5) option and anticipation thinking; (6) responding in common vocational situations; and (7) the typical work day. Presented for each module are specific suggested activities, materials, and instructions. The entire program consists of print, video, slide, and audio materials. Includes 16 references. (DB)

ED 334 770 EC 300 516

Roessler, Richard T.; Johnson, Virginia A.
Vocational Coping Training. Participants Workbook, Long Form.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 68p.; For related documents, see EC 300 514-517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

This participant s workbook is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one s supervisor and co-workers. The workbook is intended to accompany the long (40-hour) version of the program which incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The workbook lists program objectives and includes many simple schematic images to stress important concepts as well as self evaluation and planning guides covering such topics as: common work delivered by the transdisciplinary team, in-service programs, incorporating therapy in the classroom, and development of individualized programs. Four appendixes list assessment and instructional resources. A glossary and a bibliography of 120 items are also included. (DB)

ED 334 789 EC 300 535

Calhoun, Mary Lynne; And Others
Charlotte Circle Intervention Guide for Parent-Child Interactions.
PUB DATE- 91
NOTE- 231p.; Photographs will copy poorly. Spanish translations by Ruth Reed.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Demonstration Programs; *Disabilities; *Early Intervention; Infants; *Interpersonal Competence; *Parent Child Relationship; *Parent Education; Preschool Education; Severe Disabilities; Social Development; Student Educational Objectives; *Teaching Methods
IDENTIFIERS- Individualized Family Service Plans; *Social Reciprocity

Intended for use by practitioners working with children with substantial disabilities and their families, this manual presents a theoretical perspective and specific curriculum goals and strategies based on social reciprocity theory. Part 1 reviews the research and identifies key behaviors and related curriculum goals that strengthen social reciprocity. Evaluation data from the Charlotte Circle model demonstration project in North Carolina are reported. Part 2 offers curriculum goals and strategies for strengthening social reciprocity in the following areas: increasing smiling; having fun together through play; imitation; early communication; relaxation; and managing and comforting crying. Each curriculum section covers: the value of the goal, sample outcomes from an individualized family service plan (IFSP), a theoretical perspective, an early interventionist s guide, data collection strategies, and parent handouts. Part 3 discusses the contexts in which these interventions can be implemented--in the community, in school, and in therapy sessions. There are many reproducible pages in both English and Spanish. Appendixes include lists of possible reinforcers and a parent letter. Includes 155 references. (DB)

ED 334 790 EC 300 536

Study of Specialized Physical Health Care Services in Wisconsin Public Schools. Revised.
PUB DATE- Nov 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Decision Making; Delivery Systems; Elementary Secondary Education; *Health Services; *Legal Responsibility; *Medical Services; Physical Health; Public Schools; School Districts; School Nurses; *Special Health Problems; *Staff Role; State Legislation; State Surveys; Teacher Role
IDENTIFIERS- *Wisconsin

This Wisconsin study responded to a state law (1989 Wisconsin Act 82) requiring evaluation of the fiscal and programmatic impact language (ESL), bilingual instruction in content areas (mathematics, science, social studies, and computer literacy), and career awareness activities. It also provided counseling, tutoring, extracurricular activities, staff development, and parent involvement activities. Field trips and guest lecturers supplemented classroom activities. The project was highly successful in achieving its stated instructional and noninstructional objectives. Program strengths included the numerous field trips, high level of parent participation, and career awareness instruction. Its only weakness was lack of native language instruction in one school. The one recommendation for program improvement was the relocation of career awareness classes at one school to avoid noise distraction. (MSE)

ED 334 810 FL 018 705

Chung, Young Hee
Compensatory Lengthening in Karok and CV Phonology.
PUB DATE- 89
NOTE- 10p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p37-45. For related documents, see FL 018 706-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; *Language Patterns; Language Research; *Linguistic Theory; *Phonology; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Karuk

A study of Karok, an American Indian language spoken in northern California, provides an argument for CV theory over moraic theory from compensatory lengthening. In a previous study, moraic theory is argued to be superior to CV phonology in accounting for compensatory lengthening; it is shown here that compensatory lengthening in Karok cannot be provided with any systematic accounting in moraic theory, while it is given a systematic account in CV theory by invoking empty C s. Phonological processes relevant to the discussion include vowel lengthening, glottal stop insertion, and mono-syllabic gemination. Analyses of these three processes are presented within the framework of CV theory, and the same processes are then considered within the framework of moraic theory. Data and generalizations are drawn from a third study. (Contains 4 references.) (MSE)

ED 334 811 FL 018 706

Ishii, Yasuo
Reciprocal Predicates in Japanese.
PUB DATE- 89
NOTE- 13p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p150-161. For related documents, see FL 018 705-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; Interpersonal Relationship; *Japanese; *Language Patterns; Language Research; *Linguistic Theory; Nouns; *Suffixes; Verbs

A study of reciprocals in Japanese compares two kinds: (1) a verbal suffix "aw"; and (2) an NP argument "otagai." Although inferring communicative intention. The exercise uses a text from which words are deleted, not randomly as in the true cloze procedure, but in significant locations or contexts. The words or groups of words suppressed are progressively more significant as the student gains skill. The first elements removed from the text are syntactic connectors, beginning with prepositions and markers of subordination. This is useful in overcoming prepositional awkwardness. Verbs and verb phrases are the next most easily guessed elements, followed by attributive adjectives and adverbs, verbs and nouns, proper names, and numbers. Substituting concepts for missing figures and names is also a useful exercise for learning to infer the speaker s intention. Clozing need not only be done in a bilingual task, but can be effective when practiced in a single language. The exercises can be done orally or in written form. In addition, students can be taught to cloze automatically by listening selectively and glossing over non-essential lexemes. Progressively more difficult cloze versions of a text on Antarctica illustrate the possibilities of this approach. (MSE)

ED 334 832 FL 019 278

Garza, Josephine F.; And Others
"Open the Lights." ESL Supplementary Activities. Curriculum Bulletin Number 84CBM30.
PUB DATE- 84
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *English (Second Language); Instructional Materials; *Kindergarten; Oral Language; Primary Education

The supplementary activities guide was written to coordinate with a kindergarten textbook in English as a Second Language (ESL) used in the Houston (Texas) Independent School District. It contains eight instructional units with worksheets, alternative activities, and blackline masters for convenient reproduction. Each unit consists of a series of lessons, each of which includes objectives, notes on teacher preparation tasks, and directions for the activity. Units and lessons are sequential. Unit topics include: self-awareness and identity; home; food; body parts; clothing; shapes; time and age; and spatial relations. Activities suggested include games, songs, and art activities. Lists of ESL and oral language resources and materials available from the Houston bilingual resource center are appended (47 items). (MSE)

ED 334 833 FL 019 279

Lambert, Richard D.
Distance Education and Foreign Languages. NFLC Occasional Paper Number 9 .
PUB DATE- Jun 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cultural Education; *Distance Education; *Educational Change; *Educational Needs; Elementary Secondary Education; Industry; Language Laboratories; Language Maintenance; Postsecondary Education; Research Needs; Second

Vanguard project population consisted of similar students in English classes only. Students responded to a questionnaire to identify the following: (1) their images of vocational education and the JVS; (2) who influenced them in making a decision not to enroll at the JVS; and (3) additional information, such as knowledge about vocational classes, reasons for not enrolling in vocational classes, and future plans. Students had mixed images of vocational education and the JVS: positive, negative, and neutral. College-bound students believed they could not fit vocational courses into their schedules and vocational courses did not prepare them for college. Appendixes to each report include a 41-item reference list and student questionnaire. (YLB)

ED 334 358 CE 058 358

Selman, Gordon
Citizenship and the Adult Education Movement in Canada. Monographs on Comparative and Area Studies in Adult Education.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Citizen Participation; *Citizenship Education; Cultural Pluralism; Democracy; Educational History; Ethnic Groups; Foreign Countries; Immigrants; Social Change
IDENTIFIERS- *Canada; Canadian Association for Adult Education

This monograph outlines the impact of citizenship education in Canadian adult education. It posits a tendency in Canada toward the reliance upon and the development of the community. This tendency might explain why Canadians focus their attention on "the imaginative training for citizenship." In the first chapter, the concept of citizen education is examined, against the background of different citizenship styles. Chapter two considers the features of Canadian history and society relevant to citizenship education and indicates the nature of adult education s response. In chapter three, the special case of the Canadian Association for Adult Education is examined. A description of programs and projects follows in the next three chapters. Chapter four describes programs related to the needs of immigrants and to ethnic groups. Chapter five deals with programs that create an informed citizenry and to dispose Canadians to play an active part in the democratic system. Chapter six focuses on programs that bring about social change. The final chapter summarizes current trends in adult education and focuses on future directions of citizenship education. A list of 269 references is included. (NLA)

ED 334 359 CE 058 359

Children At Risk in the Workplace. Hearings before the Employment and Housing Subcommittee of the Committee on Government Operations, House of Representatives, One Hundred First Congress, Second Session (March 16 and June 8, 1990).
PUB DATE- 90
NOTE- 360p.; Document contains some small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Labor; Children; Child Welfare; *Compliance (Legal); *Employment Practices; *Food Service; Hearings; *Labor Legislation; *Occupational Safety and Health;

communications; database management; word processing; money management; and career planning/job application process. Business cooperative education II consists of seven units: orientation; publishing; banking; secretarial procedures; specialized typewriting; civil service offices; and financial records. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 379 CE 058 394

Standardized Curriculum for Business Technology.
PUB DATE- 88
NOTE- 202p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; *Business Education; Check Lists; Competency Based Education; Computer Graphics; Computer Oriented Programs; Computer Software; *Core Curriculum; Database Management Systems; Data Processing; Employment Practices; Filing; Human Relations; Information Management; *Information Processing; Interpersonal Relationship; Job Application; Keyboarding (Data Entry); *Office Automation; Office Machines; Office Management; *Programing; Programing Languages; Recordkeeping; Reprography; Secondary Education; Spreadsheets; State Curriculum Guides; *State Standards; Student Evaluation; Telecommunications; Telephone Usage Instruction; Word Processing
IDENTIFIERS- Mississippi

Standardized curricula are provided for five courses for the secondary business technology programs in Mississippi: intensive business training; information processing; business computer applications; and computer programing technology (CPT) I and II. The 20 units of intensive business training include the following: keyboarding; operation of photocopy equipment; selecting and purchasing supplies; using references and resources; word processing; recordkeeping; database management; accounting; telephone techniques; and filing. Thirteen units in information processing include the following: keyboarding; making travel arrangements; planning and organizing meetings; word processing; database management; and machine transcription. Business computer applications has 14 units that include data management; word proccessing; electronic spreadsheet; integrated applications; computerized graphics; automated accounting; computerized filing; BASIC programing; computerized financial applications; and electronic communications. The nine units in CPT I and the nine units in CPT II include the following topics: hardware; software; data organization; computer operations; BASIC and COBOL language syntax and programing applications; software evaluation; and careers. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single system; the lubricating system; the automotive brake system; the automotive fuel system; the automotive ignition system; cranking motors and generators; air conditioning service; the automotive clutch; universal joint replacement; and valve mechanisms. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 400 CE 058 415

Standardized Curriculum for Shoe and Boot Repair.
PUB DATE- Jun 89
NOTE- 62p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; Hand Tools; *Repair; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Mississippi; *Shoe and Boot Occupations

This curriculum guide for shoe and boot repair was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all shoe and boot repair programs in the state. The guide contains objectives for shoe and boot repair I and II courses. Units in course I cover the following topics: introduction and orientation; information common to all types of shoe repair; common types of shoe construction; the care of shoes and boots; tools and their uses; nails and threads; leather; repairing shoe and boot heels; resoling operations; miscellaneous repairs; operation and maintenance of shoe machinery; shoe alterations; and shoe and boot repair as a business. Unit II takes up the first 11 topics of Unit I, at a more advanced level. Each unit consists of these components: objectives with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 401 CE 058 416

Standardized Curriculum for Small Engine Repair.
PUB DATE- Jun 89
NOTE- 53p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; Hand Tools; *Repair; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Trade and Industrial Education; Vocational

DESCRIPTORS- *Academic Education; Articulation (Education); Basic Skills; Case Studies; Communication Skills; Competency Based Education; *Educational Change; Educational Research; Federal Aid; Federal Legislation; Higher Education; *Integrated Curriculum; Outcomes of Education; Problem Solving; Secondary Education; Teamwork; Thinking Skills; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

The 1990 amendments to the Carl D. Perkins Vocational Education Act of 1984 require the National Assessment of Vocational Education (NAVE) to evaluate integration of academic and vocational education. NAVE s study has three integration goals: (1) to examine the themes and research issues; (2) to identify data and data gaps; and (3) to address evaluation problems. Integration appears to raise enrollments in vocational education. Eight models have been identified, each with several variants. Integrated courses provide problem-solving, teamwork, communication, generic, and basic skills. Integration can change either a vocational or academic program. Research suggests that three elements are involved: vertical or horizontal alignment; pedagogy; and organizational structure. The integration movement has caught the interest of policymakers, educators, and academicians because they must articulate plans for integration in order to receive funds. Researchers will study secondary and postsecondary integration issues by using case studies and surveys to identify themes and supply data. Timing, consequences, and outcomes must be considered before determining the course of action. (One table and 14 references are included.) (NLA)

ED 334 421 CE 058 472

Grubb, W. Norton; And Others
"The Cunning Hand, The Cultured Mind": Models for Integrating Vocational and Academic Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Curriculum Development; Curriculum Guides; Educational Improvement; Educational Needs; *Educational Practices; *Educational Trends; High Schools; Instructional Materials; *Integrated Curriculum; *Models; *Vocational Education

Based on observations in many schools, this report discusses the integration of vocational and academic education and describes various approaches to integration. In the first section, the various reasons supporting an integrated curriculum are examined. In the second section, eight different models of integration are outlined, and descriptions of how high schools have changed their curricula and restructured their program and course offerings are provided. Each of the models includes a variety of practices and approaches. The third section clarifies the requirements for successful efforts at integration, indicating the importance of consistency among the many groups that affect the schools. This section also outlines what resources are most crucial, and it addresses the need for sustained effort and the institutionalization of reform. The fourth section summarizes the purposes for and the ambitions of different approaches, from improving basic skills instruction within vocational courses to developing career paths to help curriculum into all technical fields, and the project staff worked with local vocational-technical staff to implement the project into each school s curriculum. Statistics gathered from six schools that have initiated most of the project curriculum show increases in the students reading levels and a better retention rate in their technical classes. Reading levels increased an average of one grade level, with some students exceeding three grade levels. Seventy-eight percent of the students involved in the project stayed in the technical class, and all students in the project improved their grades in the class. (Author/KC)

ED 334 439 CE 058 507

Co-Op Based Integrated Basic Skills Program. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Jun 90
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Basic Skills; *Cooperative Programs; Curriculum Development; Institutional Cooperation; *Integrated Curriculum; Pilot Projects; Program Development; *Program Implementation; Secondary Education; Skill Development; *Vocational Education
IDENTIFIERS- *Arkansas River Education Service Cooperative

A project was conducted to develop an integrated basic skills instructional program in an education service cooperative to serve grades 7-12 vocational students in 13 rural school districts in Arkansas (Grant and Jefferson counties) as a follow-up to the vocational assessment process. The Southern Regional Education Board (SREB) chose the Arkansas River Education Service Cooperative as a pilot site, refocusing the project on average students, grades 7-12, in five different-sized school districts. The project then involved a restructuring of the vocational education curriculum to include applied as well as college preparatory courses in communication, mathematics, and science. Workshops for teachers on implementing the course were held before implementation of the program. The program continued for three school years (1987-88, 1988-89, 1989-90), by which time all five pilot sites had participated in the project. Data were reported for each school. The project was judged successful in that teachers were implementing the program, although slowly in many cases. Recommendations were made for more time for future projects, office staff and equipment for the project director, and more laboratory equipment for the Principles of Technology course. (Nine appendixes include: (1) bibliography; (2) basic skills materials list; (3) instructional program development/action plan; (4) pilot site criteria; (5) site visit/contact/workshop documentation report; (6) record of integrated basic skills materials furnished to participating schools; (7) achievement test database; (8) teacher opinion/needs assessment survey; and (9) business required skills survey.) (Author/KC)

ED 334 440 CE 058 510

Bennett, Nancy L.; LeGrand, Barbara F.
Developing Continuing Professional Education Programs. The Guide Series in Continuing Education.
PUB DATE- 90

all state JTPA directors and a random sample of one-fourth of the nation s Service Delivery Areas (SDAs), a staff survey of all JTPA staff in eight state JTPA units and a random 20 percent sample of the original 25 percent SDA sample, as well as case studies in eight states and eight SDAs, a literature search, and interviews with experts. Some of the findings were as follows: (1) the mean number of state JTPA staff positions was 44, whereas SDA staff sizes varied considerably depending on funding levels; (2) most functions were performed in house or shared with outside staff or vendors, especially at the state level; (3) 70 percent of SDA staff members in the survey earned less than 25,000 annually, although benefits were generous; (4) most SDA directors thought they had adequate numbers of personnel, although state directors thought their staffs were too small; (5) staff turnover was high; (6) directors required personnel who were good communicators, good analysts, good with people, capable of working independently, and familiar with JTPA; (7) most JTPA staff had at least a bachelor s degree, (8) most JTPA staff members were white, at least 36 years old, and female; and (9) staff received a good deal of training. Recommendations were made to increase staff training, to increase management direction over training, and to remain open to staff generalists. (Appendixes include copies of four survey questionnaires and 81 tables.) (KC)

ED 334 459 CE 058 552

Practical Guidance for Strengthening Private Industry Councils. Research and Evaluation Report Series 91-C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 91
NOTE- 283p.; For related documents, see CE 058 550-553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; Agency Cooperation; *Case Studies; *Community Programs; Coordination; *Demonstration Programs; *Job Training; Planning; *Program Effectiveness; *Program Implementation; Technical Assistance
IDENTIFIERS- California (Contra Costa County); Colorado; Florida (Pinellas County); Georgia (Atlanta); Indiana (Kankakee Valley); Massachusetts (Boston); New Jersey (Greater Raritan); Oregon (Portland); Pennsylvania (Philadelphia); *Private Industry Councils; Texas (Corpus Christi)

This document is divided into three volumes. Volume I describes what exemplary Private Industry Councils (PICS) do, Volume II explains why they are effective, and Volume III tells how to implement exemplary practice. Volume I contains case studies of 10 exemplary PICs organized by 7 topics areas (history and structure, policies and program planning, coordination activities, chairs and board members, staff, relationship with local elected officials, and programs) of the interview guide: (1) Corpus Christi/Nueces County, Texas; (2) Contra Costa County, California; (3) Philadelphia, Pennsylvania; (4) Kankakee Valley, Indiana; (5) Rural Colorado; (6) Pinellas County, Florida; (7) Atlanta, Georgia; (8) Greater Raritan, New Jersey; (9) Boston, Massachusetts; and (10) Portland, Oregon. Volume II contains an analytic summary and recommendations from

IDENTIFIERS- *Baldwin (James Mark)

Jean Piaget is credited with such topics as the synthesis of philosophy and the life sciences through a description of progressive stage by stage development, and a genetic epistemology founded on the principle of knowledge through processes of cognitive assimilation and accommodation. In actuality, these themes were originally postulated by James Mark Baldwin, a prominent early American psychologist first praised by his peers and then ignored primarily due to an interpersonal scandal which precipitated his self-imposed exile from the United States. Baldwin s view of the mind was based on a model of intentional action, which accounts for knowledge in terms of habit, assimilation, and accommodation. Over the years, he proposed a comprehensive genetic epistemology which embraced various models of experience organized into stages of logical scientific, social, moral, religious, and aesthetic consciousness. Despite the broad and innovative nature of these theoretical notions, the significance of his work remains relatively unexamined and unappreciated. Evidence suggests that the theoretical similarities between Piaget and Baldwin were more than just simple convergences. Though the two never met, it is highly probable that Pierre Janet, a longtime colleague of Baldwin and instructor of Piaget, conveyed Baldwin s theories to Piaget. Though Piaget denied that Baldwin had any specific effect on his work, Baldwin s tarnished American image would have made it easy for Piaget to claim his ideologies. (Author/LLL)

ED 334 479 CG 023 494

Ribak-Rosenthal, Nina
The Influence of Values on Vocational Choices of School Administrators, Counselors, and Teachers.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrators; *Career Choice; Counselor Attitudes; Elementary Secondary Education; Graduate Students; Higher Education; School Administration; *School Counselors; School Personnel; Teacher Attitudes; *Teachers; *Values; *Work Attitudes

This study investigated the values that influence teachers, future school administrators, and future school counselors in choosing their respective professions. A 15-item questionnaire was developed consisting of six categories: (1) stimulating work; (2) interpersonal satisfaction; (3) economic security; (4) responsible autonomy; (5) comfortable existence; and (6) esthetic concerns. Subjects (N=123) were graduate students seeking permanent certification as teachers, administrator candidates, or counselor candidates. In the area of economic security, administrators wanted to obtain money and prestige, and teachers wanted security. Counseling candidates, on the other hand, were not motivated by economic security issues. None of the three groups indicated power as a strong motivator for seeking their respective professions, but more than half of the members of the three groups wanted to make their own decision and exhibit leadership. Differences among the three groups were found when considering comfortable existence, with all three groups seeking a good place to work, and teachers and counselors wanting good schedules and good vacations. Although all three groups wanted to improve education, counseling candidates were not nearly as motivated as teachers and

Quiz" to assess their irrational perceptions of general career awareness. The results suggested that subjects tended to display weak career perceptions across cultures, gender, grade level, and area of school and residence. The turmoil of adolescence and the search for self-identity have prompted many career theorists to caution against early career decisions. Students may not have processed enough relevant information before the senior year to warrant an actual decision-making process. High school students may not be receiving adequate or appropriate career education. The lack of efficacious career education to high school students, especially for ethnic minorities, can be disastrous for their futures. (ABL)

ED 334 499 CG 023 514

Wagner, Eric F.; Shaw, Daniel S.
Psychosocial Correlates of Adolescent Substance Use.
PUB DATE- Mar 91
NOTE- 8p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (12th, Washington, DC, March 20-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Aggression; Cocaine; College Students; *Decision Making; Depression (Psychology); Drug Use; Higher Education; Marijuana; Self Esteem; Sex Differences; Young Adults
IDENTIFIERS- Psychosocial Factors; *Risk Taking Behavior
This study examined psychosocial correlates of substance abuse during late adolescence. Older adolescents (N=276) aged 17-22, self-reported use of marijuana, cocaine, and other illicit drugs was examined in relation to several psychosocial variables, including sensation seeking, aggression, self-esteem, depression, and perceived peer prevalence and dangerousness of risk-taking activities. Initial multivariate and univariate multiple regression analyses indicated a significant relation between each type of substance use and psychosocial variables found in previous research to be related to substance use (e.g. sensation seeking, perceived negative outcome). Subsequent multivariate and univariate multiple regression analyses examined patterns of association for each sex. In general, relations were somewhat stronger and broader for males. Canonical correlation analysis revealed that among males, high experience seeking and low perceived dangerousness of risk-taking activities were predictive of marijuana use, and low boredom susceptibility and high perceived dangerousness of risk taking activities were negatively correlated with cocaine use. Among females, high experience seeking and high disinhibition were associated with marijuana use. (Data tables are included.) (Author/ABL)

ED 334 500 CG 023 515

School Social Work: A Resource and Planning Guide. Bulletin No. 91464.
PUB DATE- May 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Counseling Services; Counselor Role; Elementary Secondary Education; School Community Relationship; School

Modification; *Cognitive Restructuring; Counseling Techniques; *Drug Abuse; Group Counseling; Intervention; Prevention

This study examined the problems of using conventional and traditional forms of psychotherapeutic and counseling interventions with American Indians and Alaska natives. Cultural specific forms of psychological and behavioral intervention and prevention have existed in Indian and Native communities for centuries. Vestiges of traditional healing and treatment ceremonies persist to this day although many have been revised to accommodate contemporary lifestyles. Numerous Indian and Native communities are working through a variety of prevention and intervention schemes in an effort to deal with drug and alcohol use. The communities rely heavily on the conventional wisdom and methods of the substance abuse research field; however, the community resource people recognize that intervention schemes must be adjusted to fit local tribal specific customs and norms. Cognitive-behavioral prevention, bicultural competence, and social skills enhancement perspectives were brought together to form a drug use prevention-intervention strategy tailored for use with Indian youth. As a stand alone prevention-intervention strategy the cognitive-behavioral perspective probably would not be very useful. The content of the components, exercises, interpersonal communication styles, and didactic approaches must be adjusted to fit the cultural lifeways of a community. Local people also must be included in the planning and curriculum adjustment and modification phase, and they should be trained to serve as group leaders. The cognitive-behavioral skills enhancement prevention strategy, therefore, can be used in many culturally different communities. (LLL)

ED 334 520 CG 023 537

Golden-Kreutz, Deanna M.; And Others
Social Networks and Loneliness in Older Adults.
PUB DATE- Aug 90
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Caregivers; *Loneliness; *Older Adults; Psychological Patterns; *Social Networks; *Social Support Groups; *Spouses; Stress Management; Well Being

The long-term care of dementia sufferers has been conceptualized as a chronic stressor because of the growing evidence that the stress of caring for such an individual has adverse effects on caregivers, including significant decrements in social/recreational activities, emotional and physical fatigue, and depressive symptomatology. Because of caregiving responsibilities, caregivers, compared with others, may have less time for socializing and decreased frequency of contact with others. This study examined the role of social networks in the psychological health of older adults. Subjects were 50 spousal caregivers for suspected or diagnosed progressive dementia sufferers, and 50 sex, age, and education matched comparison subjects. All were participating in a longitudinal study of chronic stress and health. Although there were no significant differences in the social networks of the stressed versus the non-stressed groups, the former was lonelier than the latter, even after controlling for depression. However, there were no differences between the two groups in the number phonology, and orthography influences who will become a poor reader and who will develop adequate skill. Subjects (38 students from a small Ontario, Canada, city) were selected in grade 2 for their poor reading ability and followed until they reached grade 4. Conditions were devised in which latency for naming single digits or letters presented on a computer screen were compared to naming latency for a target digit or letter when it was embedded in an array of symbols which were either relevant or irrelevant to the subsequent item to be named. Nine of the 38 subjects remained poor readers in grade 4. Findings suggest that no one difficulty will lead to the status of a poor reader; instead, early strength in semantic, orthographic, or phonological processes may help to develop reading despite other deficits. (Eight tables and two figures of data are included.) (RS)

ED 334 539 CS 010 624

Woronowicz, Stephanie A.; McInnis, Brenda J.
The Whole Language Approach to Reading and Writing Instruction. What We Know About.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Strategies; Elementary Education; English Instruction; Evaluation Methods; *Reading Instruction; Reading Writing Relationship; Student Evaluation; *Whole Language Approach; *Writing Instruction

This booklet discusses the "whole language" approach to language instruction, which teaches students "from whole to part" through the integration of the language processes of reading, writing, speaking, and listening with an emphasis on meaning and purpose. The booklet explains what whole language is, describes its use in the teaching/learning process, summarizes the research related to its effectiveness, and discusses how it can be used appropriately in the teaching/learning process. The booklet s six sections are as follows: (1) What Is Whole Language? (discussing skills-based instructional approaches and a whole language approach to instruction); (2) Whole Language Strategies (the learning environment, instructional strategies, and phonics in whole language); (3) Whole Language Assessment (types of whole language assessment, and accommodating whole language assessment to standard grading requirements); (4) Research Relating to Whole Language Instruction (whole language studies, instructional strategies and grade levels, different learning styles, learning disabled students, at-risk first graders, disadvantaged students, and bilingual and culturally sensitive programs); (5) Implementing a Whole Language Program (the role of teachers and administrators, role of the school board, role of parents, and a combined approach to language instruction); and (6) Concluding Remarks. Fifty-nine references are attached. (SR)

ED 334 540 CS 010 625

Neu, Gail F.; Stewig, John W.
Literally Drawing Attention to Words.

knowledge about suffixes were investigated: (1) the ability to use the suffix on a new word to determine that word s part of speech and its appropriate use in a sentence; and (2) the ability to distinguish between true suffixed words (e.g., "swimmer") and nonsuffixed words that contain the orthographic form (but not the meaning) of a root word and suffix (e.g., "mother"). A battery of tasks measuring knowledge of morphology was administered to 720 fourth-grade, seventh-grade, and high school students. Knowledge of common English suffixes was found to continue to develop after fourth grade; even in high school, some students had serious problems with these suffixes. Knowledge of morphology appears to be a distinct component of verbal ability, although it is significantly related to standardized measures of reading ability in seventh grade and high school. The instruments developed in the study identified students who have particular difficulties with English suffixes, and thus have potential as diagnostic tools. (Author)

ED 334 561 CS 010 653

Armstrong, James O.; And Others
Teacher-Constructed Frames for Instruction with Content Area Text. Technical Report No. 537.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charts; *Content Area Reading; Grade 4; Graphs; Inservice Teacher Education; Intermediate Grades; Learning Strategies; *Material Development; Reading Research; *Teacher Developed Materials; Teacher Effectiveness; Teaching Methods; Visual Learning
IDENTIFIERS- *Graphic Organizers; *Organizational Frames

An exploratory study developed ways to describe systematically a particular graphic organizer, the frame. For the study, 27 middle-grade teachers each constructed 2 frames on sections of fourth-grade science and social studies texts. Teachers also worked collaboratively in pairs and larger groups to produce frames. Collaborative sessions were audiotaped to record comments as teachers thought aloud during the framing process. Frame-based and text-based approaches were considered to analyze the teacher-constructed frames for variability and for content of important text ideas; a combination of these approaches emerged as optimal. The frame-based approach identified the types and organizational patterns of frames. An analytical unit, the Linked Concept Pair (LCP), was developed to describe the conceptual relationships in frames. The text-based approach used text idea units to analyze frames for content of important text information. These analyses showed that teachers frames were considerably varied in structure and content; many frames were also found lacking in completeness, explicitness, and accuracy of information. In general, the frames produced by collaborative pairs seemed to be of a higher quality than those constructed by individuals or groups. Teacher talk revealed that the teachers concerns for student understanding and teachers level of prior framing experience affected every aspect of making a frame. (Twelve tables and 8 figures are included; 33 references and 4 appendixes are attached.) (Author/PRA)

ED 334 562 CS 010 654

(ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; Postsecondary Education; Preschool Education; *Reading Writing Relationship; *Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Center for the Study of Writing; Emergent Literacy; *Writing Development

This final report from the Center for the Study of Writing, which, over the past 5 years, has engaged in a program of research aimed at understanding how written language is acquired and how it can best be taught, is in three main sections. The first section (Executive Summary) summarizes the Center s major findings related to each problem area and their implications for practice, and describes the impact of the Center s research and activities. The second section (Findings and Accomplishments) reports on individual projects and discusses impact and accomplishments. The following 11 projects are described: (1) Emergent Literacy--Transition from Home to School; (2) Strategic Knowledge in Reading-to-Write; (3) Role of Knowledge Exploration; (4) Effects of Writing Strategies on Learning through Writing; (5) Effective Instruction and Response--Transition to Secondary School in the U.S. and in Great Britain; (6) Effects of Instruction on Performance in Science and in Writing--Transition to Secondary School; (7) Synthesis of Research in Writing and Reading; (8) Oral and Written Language; (9) Effects of Instruction on Performance--Transition to the University: Expectations of Excellence; (10) Identifying Priorities in the Study of the Writing of Hispanic Background Students; and (11) Effects of Instruction on Performance--Transition to the Workplace. The third section lists publications by individual projects, noting books, articles and book chapters, technical reports and occasional papers, televised presentations and videos, and publications by graduate students. An appendix gives a complete list of technical reports and occasional papers published by the Center for the Study of Writing. (SR)

ED 334 582 CS 212 948

Nelson, Jennie
"This Was an Easy Assignment": Examining How Students Interpret Academic Writing Tasks. Technical Report No. 43.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Content Area Writing; Higher Education; *Student Attitudes; Teacher Expectations of Students; *Writing Assignments; Writing Research
IDENTIFIERS- Writing Contexts; Writing Tasks

A study explored academic writing from the students side of the desk, examining how different tasks and writing situations influenced students approaches. The study used interviews and process logs to examine how 13 college freshmen interpreted

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *English Curriculum; Integrated Curriculum; *Language Arts; *Parent Participation; Parent Role; *Parents as Teachers; Parent Teacher Cooperation; Reading Writing Relationship; Student Needs
IDENTIFIERS- California

This Spanish-language version of a booklet intended for parents offers information about how reading instruction is changing and is now only one part of an integrated language arts curriculum. The booklet urges parents and educators to work together to help meet students needs. Section titles include: Important Facts About Integrated Language Arts; What to Expect in Your Child s Language Arts Class; Helping Your Child at Home; Planning for Your Child s Success in Integrated Language Arts; and Additional Sources of Help and Information. (PRA)

ED 334 601 CS 212 980

Friend, Christina M.
Using Inquiry To Improve Students Critical Thinking and Writing Skills on Essay Exams.
PUB DATE- Oct 90
NOTE- 13p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (San Antonio, TX, October 25-27, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Critical Thinking; *Essay Tests; *Freshman Composition; Higher Education; *Inquiry; Instructional Effectiveness; *Thinking Skills; *Writing Instruction; *Writing Skills
IDENTIFIERS- University of Oklahoma; Writing Contexts; Writing Development

A study compared the effectiveness of 2 approaches for teaching students exam-writing skills. One approach--the study tips/models approach typical of existing textbook materials and study guides--used written study tips, along with sample exam questions and responses, to give students knowledge about what to do, and provide a model they could imitate in preparing for and taking exams. The other approach used inquiry activities to present data, designate a task to be performed using that data, and provide guidance in performing that task, thus giving students practice in how to do it. Inquiry activities focused on four skills: coping with the logistical constraints of the exam situation; preparing and recalling content material, analyzing the exam question; and writing a coherent essay with minimal revision. An example of one such activity describes how it was developed. Subjects, 13 classes of freshman composition at the University of Oklahoma, received 4 days of instruction using one of the 2 approaches. Comparing students performances on essay exams before and following instruction, results showed that both kinds of instruction had a significant positive effect on students exam scores, with average gains nearly twice as high as the study tips/models group. Findings suggest that the inquiry activities are more successful than the typical materials contained in textbooks. (SR)

ED 334 602 CS 212 983

Freedman, Sarah Warshauer; McLeod, Alex

DESCRIPTORS- *Aggression; Communication Research; *Computer Networks; Content Analysis; *Electronic Mail; Higher Education; *Interpersonal Communication; *Self Disclosure (Individuals)
IDENTIFIERS- *Communication Behavior; Communication Patterns; *Computer Mediated Communication; USENET

A study examined the distinctive communication phenomena which occur on computer bulletin boards, focusing on the Usenet bulletin board system which is estimated to have over half a million readers worldwide. Most universities and research organizations, all over the world, are capable of exchanging information over computer networks through the electronic mail system. Different Usenet groups have distinctive emerging norms and conventions and their own distinctive styles. Perhaps the most striking communication phenomenon on the Usenet is the frequent occurrence of extreme verbal uninhibition (aggression and self-disclosure). Results of a content analysis of 600 articles indicated a high frequency of "face threatening acts," and suggested that reduced inclination to protect others "face," low perceived sanction, and the self-perpetuation of existing (uninhibited) interaction patterns, may be responsible for this phenomenon. These communication phenomena pose interesting topics for future empirical study, such as the prevalence and severity of verbal aggression across different forms of computer-mediated communication. (One table of data is included; 17 references and an appendix are attached.) (PRA)

ED 334 621 CS 507 524

Dick, Robert C.; Robinson, Brenda M.
Assessing Self-Acquired Competency Portfolios in Speech Communication: National and International Issues.
PUB DATE- Jul 91
NOTE- 24p.; Paper presented at the Biennial Convention of the World Communication Association (Finland, July 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Evaluation Criteria; Evaluation Methods; *Experiential Learning; Higher Education; *Portfolios (Background Materials); *Prior Learning; *Speech Communication; *Student Evaluation; Student Experience

Within the past decade there has been an increasing number of portfolios submitted by adult students requesting academic credit for their experiential learning in speech communication. The numbers of portfolios and the institutions accepting them are growing so much that the communication profession should develop policies for their assessment. In contrast with university classroom learning, experiential learning takes place in the context of the "real world," most often on the job. But job experience does not necessarily mean extensive experiential learning, and it is "learning" that is the special concern of a communication department. Most people agree that credit should not be awarded for an experience, but for the actual learning gained. Among the key issues in assessing applications for experientail credit are: (1) establishing a bona fide theoretical base; and (2) documenting the adjudicated and quantified communication experiences. In addition, international implications, particularly variances in cultural values and communication standards need to be considered. Indiana University s (IU) School of Continuing Studies has designed a system for portfolio evaluation. The IU portfolio, a refinement of the Cooperative Assessment of Experiential Learning project model, consists of 4 parts: (1) the resume,

ED 334 643 EA 023 070

Hess, G. Alfred, Jr.; Easton, John Q.
Who s Making What Decisions: Monitoring Authority Shifts in Chicago School Reform.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Change Strategies; *Decentralization; Decision Making; Elementary Secondary Education; Management Systems; Organizational Change; Parent Participation; Parent School Relationship; *School Based Management; School Organization; School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

As a result of the 1988 Chicago School Reform Act, a number of powers previously exercised at the central administration or board level have devolved upon the Local School Councils (LSCs) and principals. The cooperation of 14 representative schools was enlisted for an ongoing qualitative study of the dynamics of reform at the local level. To date, three reports have resulted from the study and these form the primary basis for this paper, in which LSC operations, principals views of their changing roles, and an analysis of school improvement plans created by the sample schools are described. Attendance rates at LSC meetings varied greatly from council to council, and member participation seemed to depend on the topics being discussed. Principals saw their roles change in a primarily negative manner because of increased demands on their time and because some councils infringed upon powers legally mandated to principals. Positive comments from principals referred to increased discretion and flexibility as a result of school reform. On the average, LSCs discussed six topics per meeting and, in most cases, made decisions by votes that were the culmination of preceding discussion. Each of the 14 schools under observation adopted a school improvement plan during the spring of 1990, and virtually all the reform initiatives included within the plans were supported by current research on school improvement. Tables and graphs are included. (23 references) (EJS)

ED 334 644 EA 023 075

Hess, G. Alfred, Jr.
Chicago and Britain: Experiments in Empowering Parents. I. The Second Wave of Reform: Restructuring Schools.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Comparative Analysis; Decentralization; Elementary Secondary Education; Foreign Countries; *Parent Participation; *Parent School Relationship; Participative Decision Making; *School Based Management; School Choice; School Involvement; *School Restructuring; Teacher Influence; *Teacher Participation
IDENTIFIERS- *Chicago Public Schools IL; *Great Britain

Three competing models for public school improvement are described as points of reference. The technical transfer model defines and regulates student exercise of free expression in "official school publications." Also, the Iowa State Department of Education was directed to develop a model publication code that includes reasonable provisions for regulating the time, place, and manner of student expression. Although students have the right of free speech, including the right of expression in official school publications, they may not express, publish, or distribute materials that are obscene or libelous or that encourage students to commit unlawful acts, violate lawful school regulations, or cause the material and substantial disruption of the school s orderly operation. The model policy statement appearing in this report delineates school liability and emphasizes students First Amendment rights, the importance of journalistic skills and robust debate about controversial topics, and the necessity for a workable appeals process. The model student publications code defines terms and outlines the prior restraint rule, the fair comment rule, appeal and complaint procedures, responsibilities of student journalists and faculty advisers, and school liabilities. An advertising/commercial speech model policy statement is included. Appendices detail resources, national journalism codes of ethics, and the American Association of Advertising Agencies Standards of Practice. (MLH)

ED 334 664 EA 023 142

Clough, Dick B.
The At-Risk Student: Designing Administrative Strategies.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Supervision and Curriculum Development (46th, San Francisco, CA, March 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Dropout Prevention; Early Intervention; Educational Administration; Educational Environment; Educationally Disadvantaged; Educational Planning; Elementary Secondary Education; *High Risk Students; Program Administration; Program Development; *Program Effectiveness; *Program Improvement; *Remedial Programs; Student Needs

School reform efforts today have a personal focus that emphasizes attending to the problems faced by individual at-risk students. After outlining the impact of student dropouts, this document uses information from a review of 150 at-risk student programs described in related professional literature to describe six basic weaknesses in current at-risk programs. Most programs reviewed failed to: (1) exhibit a design to meet needs identified via a formal assessment process; (2) integrate effectively with the school s total education program; (3) adequately address the social and emotional needs of at-risk students; (4) offer preventive strategies at the elementary school level; (5) adequately serve the most problematic at-risk students; and (6) address at-risk students negative perception of the value of learning. A seven-step process for developing administrative strategies to implement programs that would meet at-risk students needs is described: creating a climate for change; conducting an appropriate needs assessment; initiating organizational changes; assessing organization resources;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrative Policy; *Administrator Guides; *Administrator Responsibility; After School Programs; Board of Education Policy; Board of Education Role; Boards of Education; Collective Bargaining; Discipline; Educational Administration; Elementary Secondary Education; Employment Practices; Extracurricular Activities; Freedom of Speech; Fringe Benefits; Legal Responsibility; Libraries; *Management Systems; School Age Day Care; School Construction; School Maintenance; Search and Seizure; Special Education; Student Transportation

IDENTIFIERS- Religious Freedom; *Risk Management

This is the first risk management publication for school administrators that attempts to be comprehensive by addressing all potential areas of risk to school districts and offering specific guidelines on how to manage those areas. Chapter 1 gives directions on how to use the manual. Chapter 2 contains a complete overview of risk management, including risk identification and measurement. Legal causes of action are outlined in chapter 3, and how to evaluate insurance policies is described in chapter 4. Chapters 5 through 10 delineate school board elections, meetings, interagency relations, basic functions, business functions, and academic functions. Operational and support functions are outlined in chapters 11 and 12, which cover contracts/purchasing, land purchase, school design and construction, property maintenance, afterschool child care, and student transportation. Chapters 16 through 19 are reserved for future use. Chapters 20 through 25 outline staff personnel functions, introduction to staff personnel functions, preemployment practices, employment practices, collective bargaining, employee benefits, and discipline/termination. Chapters 26 through 28 are reserved for future use. Student personnel functions such as freedom of religion, speech and association, special education, and student discipline are described in chapters 29 through 37. Chapters 38-40 are reserved for future use. Plans for the manual call for increased coverage through periodic updates and subsequent additions, and information from readers is solicited. (EJS)

ED 334 685 EA 023 171

Konzen, Joel M.
The Role of the Principal in Development.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Catholic Schools; *Educational Development; Educational Finance; *Educational Improvement; Elementary Secondary Education; Financial Support; Fund Raising; Grants; *Principals; *Private Schools; Program Development; Program Implementation

Principals have an essential role in school development that includes an institution s effort to reach its goals and objectives. The main responsibility for development lies in the principal s knowledge, team building, involvement, and volunteer gathering. Setting the stage for development means establishing quality as a comprehensive goal, promoting service awareness, and conducting student recruitment. Program support

Foreign Countries; *Government Role; Politics of Education; *School Restructuring; Social Class; State Action
IDENTIFIERS- *New Zealand

A critical and comparative study of recent changes in the New Zealand educational system is provided in this book. These changes have been largely inspired by the New Right, yet they have been introduced by a Labor government with an apparent commitment to equality of opportunity. For Western societies impacted by New Right policies the New Zealand situation indicates ways in which educational decentralization policies may facilitate the development of egalitarian and democratic educational policies. The aim of the book is to demonstrate how recent education reforms in New Zealand can be developed in a democratic way. The 14 chapters examine the context in which these reforms have occurred, yet show how the experiences are relevant to other countries concerned with the development of democratic education. Chapters include the following case studies: "Citizens or Consumers? The Politics of Educational Reform: An Introduction," by Hugh Lauder, Cathy Wylie, and Rose Parker-Taunoa; "Education and the Role of the State: Devolution and Control Post-Picot," by John Codd, Liz Gordon, and Richard Harker; "Education, Democracy, and the Crisis of the Welfare State," by Hugh Lauder; "Power to the People? The Great Educational Reform Act and Tomorrow s Schools: A Critical and Comparative Perspective," by John Evans and Brian Davies; "The Politics of Reforming Maori Education: The Transforming Potential of Kura Kaupapa Maori," by Graham Hingangaroa Smith; " I Just Want a Decent Job, Working Class Girls Education: Perspectives and Policy Issues," by Alison Jones; "Notes on the Schooling of the English Working Class: What Lessons for New Zealand? A Comparative Briefing Paper," by Gerald Grace; "The Politics of Curriculum Innovation," by G. I. A. R. Khan; "Towards Pluralism and Democracy: The Administration of an Inner City School," by Ros Heinz; "Public Examinations and the Structuring of Inequality: A Case Study," by David Hughes and Hugh Lauder; "Illiteracy, Improper Literacy and the Development of an Underclass," by Colin Lankshear; "Towards an Alternative Transition Education Policy," by Wanda Korndorffer; "Trade Union Education and Democracy," by Linda Sissons; and "Work and Education," by Alan Scott and John Freeman-Moir. (LMI)

ED 334 709 EA 023 218

Goren, Paul; Bachofer, Karen
Restructuring: An Inside Look. The Evolution of the O Farrell Community School: Center for Advanced Academic Studies. No. 657.
PUB DATE- 30 Jun 90
NOTE- 51p.; Also funded by the Stuart Foundations, San Francisco, CA.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Adolescents; *Change Strategies; *Educational Planning; Equal Education; Governance; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; *Program Implementation; *School Restructuring; Student Needs; Teamwork
IDENTIFIERS- *San Diego Unified School District CA; School Culture

For 3 years, the teachers, administrators, board of education members, and community representatives of San Diego, California, have been working on defining, developing, and implementing restructuring plans at approximately 50 schools. This paper documents and analyzes the development of a new understand the nature of learning disabilities at the college level and to help faculty and staff involved with learning-disabled students in higher education programs. The personal story of a female college student with a learning disability appears on the left-hand side of each two-page section, and general information related to her experience appears on the right-hand side. The booklet describes common problems of learning-disabled college students, student characteristics, the diagnostic process, developing a learning profile that illuminates strengths and weaknesses, understanding the diagnosis, individualized educational plans, and notes and suggestions for faculty. A list of 17 additional resources is provided. (JDD)

ED 334 730 EC 300 465

Wren, Carol; And Others
College and the High School Student with Learning Disabilities: The Student s Perspective.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *College Bound Students; College Choice; *College Preparation; College Students; Higher Education; High Schools; Intervention; *Learning Disabilities; Parent Role; Personal Narratives; School Role; Student Characteristics; Student Experience

This booklet discusses the possibility of college for learning-disabled student and encourages high school students interested in going on to college to carefully prepare themselves. The booklet offers the personal stories of two learning disabled (LD) students, one of whom was diagnosed as LD in third grade while the other was not diagnosed until college. Their stories appear on the left-hand page of each two-page section, and general information related to their experience follows on the facing right-hand page. The booklet covers: common problems of LD students, coping with feelings, talking to teachers and friends, getting special help, coping in mainstreamed classes, working toward college, roadblocks to success, how high schools can help, how parents can help, finding a college, planning a college schedule, making good use of LD programs, and strategies for success. The booklet concludes with a glossary and a list of three organizations, three directories, and four other publications on LD issues. (JDD)

ED 334 731 EC 300 466

Scheidler, Thomas D.
The Boarding Alternative for Young Dyslexic Children.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Longitudinal Studies of the Effects and Costs of Early
Intervention with Handicapped Children. 1988-89 Annual Report.
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Rockville, MD. Office for Maternal and Child Health
Services.; National Inst. of Child Health and Human Development
(NIH), Bethesda, Md.; Special Education Programs (ED/OSERS),
Washington, DC. Handicapped Children s Early Education Program.
PUB DATE- 89
NOTE- 654p.; Additional support was provided through the State of
Utah as a part of their annual appropriation to the
Developmental Center for Handicapped Persons at Utah State
University. For previous annual and final reports, see ED 293
240-242, ED 303 972, and for the 1985-1990 final report, see EC
300 497.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; *Early
Intervention; Infants; *Longitudinal Studies; Preschool
Education; Program Costs; *Program Effectiveness; Special
Education; *Special Health Problems; Young Children
IDENTIFIERS- Medically Fragile

The 1988-89 annual report presents fourth year activities and findings of 17 longitudinal studies (begun in 1986) on the effects and costs of early intervention with handicapped children. Major activities of this year focused on management of individual studies, recruitment of sites, and development of procedural refinements. For each of the project reports, information is presented on: the comparison populations, local contact person, coordinator, location, report date, study rationale, study overview, methods, intervention programs, data collection, results/discussion, and conclusions. An additional report presents the status of economic analyses of the longitudinal intervention programs. Reports are included for the following programs: New Orleans, Louisiana Periventricular-Intraventricular Hemorrhage (IVH) Very Low Birth Weight Project; Louisiana State University Medical Center Human Development Center (visually impaired); South Metropolitan Association/Lake McHenry (Illinois) Project; Arkansas Intensity Study; New Orleans (Louisiana) Association for Retarded Citizens; Jordan (Utah) School District; Salt Lake City (Utah) IVH Project; Charleston, South Carolina IVH Project; Columbus (Ohio) Medically Fragile Project; Wabash and Ohio Valley (Illinois) Special Education; Belleville (Illinois) Project; Des Moines (Iowa) Public Schools; Utah Parent Involvement Study (1986); Association for Children with Down Syndrome; Arkansas School for the Deaf; Project PITCH (Utah); and Utah Parent Involvement Study (1985). A bibliography of approximately 450 items is included. (DB)

ED 334 751 EC 300 497

White, Karl R.
Longitudinal Studies of the Effects and Costs of Early
Intervention for Handicapped Children. Final Report, October 1,
1985-December 31, 1990).
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Rockville, MD. Office for Maternal and Child Health
Services.; National Inst. of Child Health and Human Development
(NIH), Bethesda, Md.; Special Education Programs (ED/OSERS),
Washington, DC. Handicapped Children s Early Education Program.
PUB DATE- Jan 91
NOTE- 929p.; Additional support was provided through the State of

situations, total image assessment, personal career planning, career ladders, performance inhibitors, performance enhancers, hypothetical vocational situations, and videotape self rating. The entire program consists of print, video, audio, and slide materials. (DB)

ED 334 771 EC 300 517

Roessler, Richard T.; Johnson, Virginia A.
Vocational Coping Training. Participant s Workbook, Short Form.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 23p.; For related documents, see EC 300 514-516.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

This participant s workbook is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one s supervisor and co-workers. The workbook is intended to accompany the short (15-20 hour) version of the program which incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The workbook lists program objectives and includes many simple schematic images to stress intended concepts as well as self evaluation and planning guides including: common work situations; a typical work day behavior rating form; and a typical work day style rating form; The entire program consists of print, video, audio, and slide materials. (DB)

ED 334 772 EC 300 518

Fein, D.; And Others
Symbolic Play Development in Autistic and Language Disordered Children.
PUB DATE- Feb 91
NOTE- 8p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (19th, San Antonio, TX, February 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Cognitive Development; Developmental Stages; Intelligence; Language Acquisition; *Language Handicaps; *Mental Retardation; Perceptual Motor Learning; *Play; Pretend Play; Symbolic Language; Toys

The study compared play among five groups of children (ages 3-7 years): normal children (N=41); those diagnosed with language delays (N=241), those with autism but normal intelligence (N=71), those with autism and mental retardation (N=97), and those with nonautistic mental deficiency (N=86). Each child was evaluated using a 25 minute structured play session which was videotaped for later analysis. The child s activities were classified into 11 types falling into 5 categories: passive sensory-motor play; active sensory-motor play; functional play;

of limiting the involvement of school district employees, other than health care professionals, in providing specialized physical health care services to pupils. Responses of 495 (out of 1,000) schools surveyed found the following types of health services being rendered: administration of medications; feeding; assistance with elimination; respiratory care; monitoring of health status; and assistance with mobility. Non-health care professionals providing these services included regular and special education teachers, teacher aides, health aides, special education program aides, school secretaries, and volunteers. Schools reported that factors affecting selection of school personnel to provide specialized health care included the physical health of the pupil, content of the medical orders, and parent requests. Such decisions were most often made by school administrators, school or public health nurses, parents, the child s physician, and teachers. Stressed is the legal requirement that non-health care professionals provide such services only under the direction of a physician or registered nurse. Liability aspects for teachers and registered nurses are considered. Options for school districts considering limiting teacher involvement are presented. Appended are the survey itself, a glossary, and a listing of requirements for school nurse certification. Includes 13 references. (DB)

ED 334 791 EC 300 537

State Superintendent s Audiology Services in the Schools. Study Committee Final Report and Recommendations. Bulletin No. 91374.
PUB DATE- Dec 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Allied Health Personnel; Ancillary School Services; Audiology; *Auditory Evaluation; Consultation Programs; *Delivery Systems; Elementary Secondary Education; Eligibility; *Handicap Identification; *Hearing Impairments; *Intervention; *Needs Assessment; Screening Tests; State Programs
IDENTIFIERS- *Wisconsin

This report summarizes conclusions and recommendations of an interdisciplinary committee which considered ways to improve the identification and auditory management of hearing-impaired children in Wisconsin schools. Major recommendations include: (1) the Department of Public Instruction (DPI) should license educational audiologists and encourage schools to employ audiologists by reimbursing districts for a portion of salary and fringe benefit costs; (2) the role and function of the educational audiologist should be clearly defined to include the design, coordination, supervision, and follow-up of regular hearing screening of all school children, and those students identified as hearing imparied should be included in multidisciplinary teams and individualized education program committees; (3) a coordinated and consistent statewide system should be developed for the reliable identification of childhood hearing impairment; and (4) an Educational Audiology Consultant position should be created within the Division for Handicapped Children and Pupil Services, hearing impairment eligibility criteria should be revised, and a joint DPI/Department of Health and Social Services committee on infant and early childhood hearing should be established. Appended are a summary ot results of a 1989 survey of state education agencies, a model for school audiology services, and "otagai" appears to be taken care of by syntactic binding theory, it is proposed that there is no evidence for the existence of a syntactic position of the object NP in the case of "aw." The suffix can be characterized as operating on the argument structure of a verb and preventing the theta role of the object NP from projecting into a syntactic position. Based on this conclusion, it is argued that the so-called ECM construction and the o-causative involve an NP object outside of the complement clause, and that an o-marked NP that appears in the "aw"-construction is not an argument of the stem verb, but is an adjunct related to the absorbed argument. (Contains 18 references.) (Author/MSE)

ED 334 812 FL 018 707

McGinn, Richard
The Animacy Hierarchy and Western Austronesian Languages.
PUB DATE- 89
NOTE- 12p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p207-217. For related documents, see FL 018 705-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Indonesian; *Language Patterns; Language Research; *Linguistic Theory; *Malayo Polynesian Languages; Semantics; Syntax; Tagalog; *Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Animacy; Rejang

A discussion of the animacy hierarchy in human discourse looks at the role of the hierarchy in three Western Austronesian languages: Tagalog, Bahasa Indonesia, and Rejang. Animacy corresponds to the degree of agency an entity has with a transitive verb as contrasted with the degree to which that entity may be the patient of a transitive verb. The relationship of the entity to the verb takes one of three syntactico-semantic forms: intransitive subject, transitive subject, and transitive object. Each language is addressed separately. The analysis of Rejang looks at the relevance of the hierarchy to transitive objects. A similar kind of conditioning is seen in the interaction between the two passive constructions of Bahasa Indonesia. Discussion of Tagalog focuses on use of the object hierarchy in analysis and interpretation of the case system. The hierarchy approach is seen as providing a fruitful semantic framework for a wide variety of facts in Western Austronesian languages. (Contains 11 references.) (MSE)

ED 334 813 FL 018 708

Rodier, Dominique
Prosodic Affixation in Kwakiutl.
PUB DATE- 89
NOTE- 12p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p218-228. For related documents, see FL 018 705-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affixes; *American Indian Languages; Foreign Countries; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Uncommonly Taught Languages
IDENTIFIERS- *British Columbia; *Kwakiutl

Language Instruction; *Second Languages; Uncommonly Taught Languages

Distance education in second languages in the United States has grown in a piecemeal, uncoordinated fashion, and it remains marginal to both distance education more generally and to the bulk of foreign language instruction throughout the country. One handicap, arising from very limited demand in business for foreign language skills, is lack of innovative development in industry that advances other distance learning. A major national need for adult-oriented, individual language learning facilities remains unmet, particularly materials and facilities for remediation and maintenance of decaying language skills. Within the formal education system, distance education reaches a small fraction of all language learners and has less impact on current instructional practice than might be expected. To remedy this situation, attention must be given to upper-level skills instruction, production of flexible modules of less than full course length, extension into the less commonly taught languages, provision of opportunities rich in cultural context, and adoption of a common research agenda. (Author/MSE)

ED 334 834 FL 019 280

Egbert, J. L.; Jessup, Leonard M.
Making Difficult Decisions: Can the Michigan Test Help?
PUB DATE- 2 May 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English for Academic Purposes; Higher Education; *Intensive Language Courses; *Standardized Tests; *Student Placement; *Test Use; Test Validity
IDENTIFIERS- *Michigan Test Battery

A study evaluated the Michigan Test Battery as a placement tool and indicator of student performance at the college level for one continuing education intensive academic English program. Three issues were addressed: whether the test: (1) is being used correctly for program placement and exit; (2) is an accurate indicator of performance for placement purposes; and (3) shows progress in student scores over time. Test scores and initial placement for 53 students were compared with score interpretation guidelines to determine the frequency with which guidelines were followed in placement decisions. In addition, placement test scores were compared with first quarter grades, and scores from four sequential test administrations were compared. Results of the analyses suggest that the program does not use the test correctly in many cases, the test is not an accurate indicator of performance in the level of placement, and the test does not measure student progress accurately. It is recommended that programs using the test for placement of advancement examine their objectives for test administration and their choice of test for the situation. The guidelines for test scoring are appended. (Contains 3 references.) (MSE)

ED 334 835 FL 019 284

Goke-Pariola, Ablodun
Theoretical and Pragmatic Issues in the Use of ESL for Cross-Cultural Business Communication.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).

Secondary Education; Small Businesses
IDENTIFIERS- Congress 101st

This document reports the oral and written testimony given at a hearing on the exploitation of children and teenagers in the workplace. Witnesses included officials of fast food chains and other businesses, Labor Department officials, employees of fast food chains and their parents, and parents of children who were killed or injured while working. Testimony centered on how many hours children work, the problems of regulating franchisees uses of child labor, the necessity of children spending more time on studies, and the flagrant and widespread abuse in hours and safety rules being committed in the United States. Testimony also noted that in other industrialized countries, such as Germany and Japan, students rarely work. Many instances of injuries were cited. Department of Labor statistics on violations were also discussed, and law enforcement efforts were encouraged. (KC)

ED 334 360 CE 058 360

Meeting the Challenges of a New Work Force. Hearing before the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress, Second Session, on Examining the Way in Which the Changes in Our Workforce Affect the Role of Business and the Federal Government in Meeting Changes in Workforce and Workplace Needs.
PUB DATE- 19 Jul 90
NOTE- 76p.; Contains some small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Literacy; Adults; Basic Skills; Educational Needs; Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Employment Problems; Employment Projections; Employment Qualifications; Futures (of Society); Hearings; Job Development; *Labor Force Development; *Labor Market; Labor Needs; *Quality of Working Life
IDENTIFIERS- Congress 101st

This document records the oral and written testimony given at a hearing on preparation of the work force for the year 2000 and beyond. Testimony was given by Senator Barbara Mikulski; John Lynch, whose company prepared the report, "Workforce 2000"; Joan Patterson and Nelson Brooks, coexecutive directors of the United Auto Workers-Chrysler National Training Center; Clifford Ehrlich, senior vice president of human resources for Marriott Corporation; David L. Crawford, executive director of the Secretary s Commission on Work Force Quality and Labor Market Efficiency; and Ira Magaziner, chairman of the Commission on the Skills of the American Work Force. Remarks centered on issues such as a national labor shortage, a mismatch between skills needed in the workplace and the actual skills of workers, an aging work force, a culturally diverse work force, more women in the work force, and changing worker values and life-styles. Examples of programs to meet these challenges by making the workplace more attractive to work force nonparticipants, providing remedial education, and providing technical education were discussed. (KC)

ED 334 361 CE 058 363

Fabac, John N.
Quality Work Force Planning in East Texas. Technology Partnership Organization Final Report 1989-90.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher

list is included. (YLB)

ED 334 380 CE 058 395

Standardized Curriculum for Carpentry.
PUB DATE- Jun 89
NOTE- 44p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; *Building Trades; *Carpentry; Check Lists; Competency Based Education; Construction (Process); *Core Curriculum; *Finishing; Flooring; *Roofing; Safety; Secondary Education; State Curriculum Guides; *State Standards; Structural Elements (Construction); Student Evaluation; Trade and Industrial Education
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: carpentry I and II. The seven units in carpentry I are as follows: introduction and orientation; safety; measurement; tools and equipment; basic concepts in carpentry; reading blueprints and working drawings; and foundations. Carpentry II consists of six units: safety; floor framing; wall framing; roof framing; exterior finishing; and interior finishing. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 381 CE 058 396

Standardized Curriculum for Commercial Garment and Apparel Construction.
PUB DATE- Jun 89
NOTE- 53p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Clothing; Competency Based Education; *Core Curriculum; Equipment Maintenance; Fashion Industry; Human Relations; Interpersonal Relationship; Job Application; Job Search Methods; *Needle Trades; *Occupational Home Economics; Secondary Education; Sewing Instruction; *Sewing Machine Operators; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: commercial garment and apparel construction I and II. The seven units in commercial garment and apparel construction I are as follows: orientation; securing a job; human relations; safety; maintenance; needle trade techniques; and laboratory techniques. Commercial garment and apparel construction II consists of seven units: safety; maintenance; motion economy; needle trade techniques; advanced construction techniques; securing a job; and pressing, packaging, and shipping. Each unit consists of these components: objectives, with

Education
IDENTIFIERS- Mississippi

This curriculum guide for small engine repair was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all small engine repair programs in the state. The guide contains objectives for small engine repair I and II courses. Units in course I cover the following topics: safety and orientation; tools and equipment; fasteners; measuring; engine identification and inspection; basic engine principles and design; principles of operation--four-stroke cycle; principles of operation--two-stroke cycle; lubrication systems; cooling systems; fuel systems; and governor systems. Units in course II cover safety and orientation; basic electricity; ignition systems; charging systems; starting systems; exhaust systems; troubleshooting; overhaul--four-stroke cycle engine; and overhaul--two-stroke cycle engine. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 402 CE 058 417

Standardized Curriculum for Technology Education I-III.
PUB DATE- Aug 89
NOTE- 167p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Communications; Competency Based Education; *Construction (Process); *Core Curriculum; Educational Resources; *Manufacturing; Secondary Education; Skill Development; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Technological Advancement; Technology; *Transportation; Vocational Education
IDENTIFIERS- Mississippi; *Technology Education

These curriculum guides for technology education programs were developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in these documents are common to all programs in the state. The curriculum guides for Technology Education I, II, and II each contain the following units: six units in the manufacturing technology cluster; six units in the construction technology cluster; seven units in the communication technology cluster; and five units in the transportation (energy and power) cluster. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. (KC)

ED 334 403 CE 058 418

Standardized Curriculum for Upholstering.
PUB DATE- Jun 89
NOTE- 41p.; For related documents, see CE 058 387-419.
LANGUAGE- English

students think about the consequences of their educational choices. The final part of this section explains how integration can reform the U.S. high school, with benefits for all students. Appendixes list: (1) schools visited and interviews conducted; and (2) curriculum materials related to the integration of vocational and academic education. A list of 59 references is included. (KC)

ED 334 422 CE 058 478

A Compilation of Federal Education Laws. Volume IV--Vocational Education, Job Training, Rehabilitation and Related Statutes. As Amended through December 31, 1991. Prepared for the Use of the Committee on Education and Labor, U.S. House of Representatives. One Hundred Second Congress, First Session.
PUB DATE- Jun 91
NOTE- 379p.; Serial No. 102-I.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; Apprenticeships; Children; Displaced Homemakers; Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; Laws; Postsecondary Education; *Rehabilitation Programs; Secondary Education; *Vocational Education; Vocational Rehabilitation; Welfare Services
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Helen Keller National Center Act; *Job Training Partnership Act 1982; Social Security

This document contains the complete text of federal laws related to vocational education, job training, rehabilitation, and related areas as amended through December 31, 1991. Statutes included are the: (1) Carl D. Perkins Vocational Education Act (Titles I-V); (2) Job Training Partnership Act (Titles I-VI); (3) Displaced Homemakers Self-Sufficiency Assistance Act; (4) Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 1989; (5) Wagner-Peyser Act; (6) National Apprenticeship Act; (7) Internal Revenue Code of 1986 (provisions relating to work incentives and targeted job credit programs); (8) Social Security Act (Title IV, provisions relating to aid to families with dependent children, community work experience, work supplementation, and work incentives programs and Title IX, miscellaneous provisions relating to employment security); (9) Food Stamp Act of 1977 (workfare provisions); (10) Section 502(f) of the Rural Development Act of 1972; (11) Rehabilitation Act of 1973 (Titles I-VII); and (12) Helen Keller National Center Act. Legislation is organized in three parts, relating to vocational education, job training programs, and rehabilitation. An alphabetical list of legislation is also provided. (KC)

ED 334 423 CE 058 479

Labor-Management Cooperation: 1990 State-of-the-Art Symposium (Atlanta, Georgia, October 24-26, 1990).
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Business Communication; Career Education; *Collegiality; *Cooperation; *Employer Employee Relationship; Labor Relations; Organizational Climate; *Organizational

NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Certification; Compulsory Education; Curriculum Development; *Educational Planning; Marketing; Needs Assessment; Occupational Information; Postsecondary Education; *Professional Continuing Education; Professional Development; Professional Training; *Program Budgeting; *Program Development; Program Evaluation; Technological Advancement

This guide highlights the many forces driving professionals to seek continuing education: rapidly changing information; new technological developments; mandated credit to maintain licenses and professional certification; emerging professions struggling to define their competencies; and development changes in adults that affect career practices. In developing programs for professionals, common themes run across settings and groups. The guide focuses on these similarities and helps experienced continuing professional education (CPE) planners. CPE begins at the point when formal education ends and professional practice starts. Seven topics important to the CPE planner are addressed: (1) professionals as learners; (2) professionals in society; (3) providers of CPE; (4) regulation of professions and implications for CPE; (5) a planning framework; (6) competencies of a CPE planner; and (7) useful tools for planning. The guide contains 42 references and 7 appendices: (1) needs assessment methods; (2) learning objectives; (3) categories of instructional format; (4) seating arrangements; (5) sample evaluation questions; (6) building a program budget; and (7) timetable for program development activities. (NLA)

ED 334 441 CE 058 511

Paprock, Kenneth E.
Patterns of Learning Related to Adapting to Change: A Study of Four Health Care Occupations in the United States.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; *Change Strategies; Federal Legislation; Finance Occupations; *Health Personnel; *Medical Care Evaluation; Medical Record Technicians; Nurses; Productivity; *Professional Continuing Education; Social Workers
IDENTIFIERS- *Medicare

The necessity to adjust to changing circumstances constitutes a motivating force for learning. Implementation of the legislative change in Medicare reimbursement in the United States requires change on the part of the health care system and adaptation by the individuals within that system. Two studies examined ways health care professionals in the areas of finance, medical records, nursing, and social services sought to understand and cope with related change resulting from the new legislation on reimbursement. In the first, a survey of 500 professionals received 213 responses. A follow-up study obtained information from 96 of the 213 original respondents. Because adult and continuing education is increasingly being the 10 exemplary programs. This document summarizes the findings from the 10 PICs in the 7 topic areas and uses these summaries to explain successful PIC operation. The volume also provides five recommendations for improving the PIC system and an appendix with criteria for selecting exemplary PICs. Volume III is a technical assistance guide directed toward PIC staff, council members, and other practitioners who work with PICs. The guide provides practical advice on how to improve PIC operation in the topic areas, based on the factors described in Volume II that define an exemplary PIC. (NLA)

ED 334 460 CE 058 553

Trutko, John; And Others
An Assessment of the JTPA Role in State and Local Coordination Activities. Research and Evaluation Report Series 91-D.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.
PUB DATE- 91
NOTE- 122p.; For related documents, see CE 058 550-552.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; Community Cooperation; Compliance (Legal); Cooperative Planning; *Cooperative Programs; *Coordination; *Federal Legislation; *Federal Programs; *Institutional Cooperation; Job Training; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Job Training Partnership Act 1982

A study assessed the role of program coordination in enhancing Job Training Partnership Act (JTPA) program effectiveness and efficiency. Information was collected through a review of more than 100 reports on JTPA coordination, telephone interviews with staff from 60 JTPA coordination projects, and case studies of nine of the coordination projects. Results were reported in terms of major strategies of coordination, relative advantages and disadvantages of coordination, factors that are effective in enhancing coordination, barriers to coordination, and recommended actions to facilitate better coordination of programs. Some of the principal findings were as follows: (1) a wide diversity of coordination models and strategies exists; (2) the advantages of coordination (more than 14 identified) substantially outweigh the disadvantages; (3) disadvantages of coordination are relatively minor, with time and effort in planning and sustaining coordination cited as most significant disadvantages; (4) no single factor is essential to coordination, but a variety of factors promote successful coordination; and (5) agencies encounter administrative, legal, and other barriers to coordination. Recommendations were made to increase coordination at the federal, state, and local levels and to pass legislation as needed to implement the recommendations. (140 references) (KC)

ED 334 461 CE 058 556

Private Security Training. Phase 3: Private Investigator. Instructor Edition.
PUB DATE- 90
NOTE- 222p.; For phases 1 and 2, see ED 316 745-746; for phase 4, see CE 058 557.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

administrator candidates were to help their respective vocations. Although counselors, teachers, and administrators may enter the education arena to improve education, they choose their specific careers for different reasons. (LLL)

ED 334 480 CG 023 495

Niskanen, Erkki A.
Personality as an Educational Phenomenon. Research Bulletin 75.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Educational Theories; Foreign Countries; Models; *Personality; Research Methodology; *Research Needs
IDENTIFIERS- Finland

The aim of this paper is to not only outline certain problem areas but to also clarify the concept of personality as an educational phenomenon in order to serve the science of education, its teaching and its applications. For this purpose the article introduces certain formal considerations serving as a background for such a research project. Attention is directed to the problematic nature of the knowledge on which the conception of personality is based in ordinary experience. Unless scientific knowledge succeeds in extending to these crucial areas of personality, educational practice will be largely uninformed in these respects. Further, various methods to be used in the scientific description of personality are presented. And finally, certain paradigmatic foundations for the study of personality in the educational sciences are provisionally analyzed. The purpose of this article is to systematize central problems in the study of personality from the formal point of view. The special need of educational sciences is to develop its theoretical basis, its metascientific foundations. This form should then be filled with the content provided by further research. The paper concludes that the history of science proves it is possible to obtain valuable innovative hints from outside of science. (Author/LLL)

ED 334 481 CG 023 496

Niskanen, Vesa A.
Describing Personality Utilizing the Theory of Fuzzy Systems. Research Bulletin 76.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Concept Formation; Foreign Countries; *Personality
IDENTIFIERS- Finland; *Fuzzy Set Theory

This paper principally examines personality from a philosophical standpoint. First, problems related to the definition of this subject-matter are considered. Descriptive definitions and stipulative definitions are discussed. Second, a description of personality based on the Theory of Fuzzy Systems (TFS) and computers is suggested. The basic idea of this theory is that, in addition to the conventional sets and relations, vague sets and relations may also be used. It is noted that when fuzzy

Counseling; *School Social Workers; *Social Work; Standards; Trend Analysis
IDENTIFIERS- Wisconsin

This resource and planning guide on school social work is designed to provide school districts in Wisconsin, community agencies, and school social work practitioners alike, with a system for enhancing the interrelationships of the child, the family, the school, and the community. Topics discussed are: (1) the practice of social work in the schools; (2) developing and implementing school social work services, including staffing levels, service priorities, and mandates, practice standards, and funding; (3) evaluating school social work services, including the purpose of program evaluation and evaluation perspectives; (4) future trends: implications for school social work practice, including trends from various systems and effective schools; (5) services with students; (6) services with families; (7) services with schools; (8) services with the community; (9) services with special populations, such as minorities; (10) history and professional training; and (11) and professional issues of values and ethics, legal responsibilities, report writing and recordkeeping, and parental notification and permission. Appendices include the Wisconsin Administrative Code, a list of professional resources, descriptions of assessment tools, a reprint of the National Association for Social Work Standards for Social Work Services in Schools, and a bibliography. (ABL)

ED 334 501 CG 023 516

Report of the Secretary s Task Force on Youth Suicide. Volume 1: Overview and Recommendations.
PUB DATE- Jan 89
NOTE- 113p.; For other volumes in this series, see CG 023 517-519.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Counseling Effectiveness; Prevention; Research Needs; *Suicide; Youth Problems

This document presents an overview of the issues involved in youth suicide which were considered by the Secretary s Task Force on Youth Suicide assembled by the Secretary of Health and Human Services. The findings of the task force are presented. The task force concluded that: (1) state of knowledge about youth suicide is much less developed than that of many other health problems; (2) acquiring this knowledge will require a program of focused research and a multidisciplinary approach; (3) rigorous evaluation of suicide prevention interventions is needed; and (4) an effective approach to suicide prevention will need to involve committed individuals in both the public and private sector. Six recommendations are included which address the most urgent needs for research, education, and services to prevent youth suicide. These recommendations call for: (1) developing accurate, timely, and valid data on suicide and attempted suicide; (2) conducting multidisciplinary research to determine and evaluate the risk factors for suicide; (3) evaluating the effectiveness and cost of interventions to prevent suicide; (4) supporting the delivery of suicide prevention services; (5) informing and educating the public and health service providers about current knowledge in the prevention, diagnosis, and treatment of suicide among youth; and (6) involving both public and private sectors in the prevention of youth suicide. The appendix includes a list of the members of the task force and alternatives; a list of the work group members; and a list of commissioned papers. (ABL) of contacts comprising their social networks. This finding may reflect the fact that stressed people often test the limits of their social networks. The effects of a dense, fatigued, or distressed social network, therefore, would not necessarily affect a stressed person s number of contacts, but rather the quality of those contacts. (LLL)

ED 334 521 CG 023 538

Bachman, Ronet; Straus, Murray A.
Alcohol, Stress, and Violence in American Indian Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Society of Criminology (42nd, Baltimore, MD, November 7-10, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; *American Indians; *Battered Women; *Drinking; *Family Violence; Predictor Variables; Stress Variables

This study examined the link between alcohol use and domestic violence in the American Indian population. A total of 204 American Indian families and 2,007 non-American Indian Whites were analyzed using the 1985 National Family Violence Resurvey. The rates of family violence were first calculated by ethnicity, and then compared to a sample of non-American Indian White families. The second part of the analysis looked at spousal violence in American Indian families. The incidence rates of couple violence were estimated to be at least 15.5 per 100 American Indian couples. Acts of spousal assaults were also found to be higher in the American Indian sample compared to the White comparison group. After controlling for economic deprivation, age and urbanicity, it was found that both high rates of alcohol consumption and high rates of perceived stress significantly increased the probability of couple violence in general and the probability of husband-to-wife assaults. The statistical relationship found between alcohol consumption and violence has been documented qualitatively in other studies. A shortage of treatment programs exists along with other problems inherent in many treatment facilities on reservations and in rural areas in general. Dealing with alcoholism alone, however, does not deal with what are more likely the underlying contributors of domestic violence. Nonetheless, spousal assault is a major problem among American Indian communities, which needs further attention. (LLL)

ED 334 522 CG 023 539

Benjamin, Michael
Transition to University: A Qualitative Study of Freshman Daily Experience.
PUB DATE- Mar 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Freshmen; Foreign Countries; Higher Education; Student College Relationship;

PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Art; Elementary Education; *Freehand Drawing; *Illustrations; Language Acquisition; Reading Diagnosis; *Reading Instruction; *Student Evaluation; Visual Literacy
IDENTIFIERS- Emergent Literacy

Giving children opportunities to image and draw the words in the text and what they represent tends to unblock and extend children s potential abilities to assimilate and synthesize language. Evaluation of representational drawing need not be a barrier which discourages teachers from allowing children to draw. In effect, it might be judicious to suggest evaluating representational drawing and reading skills concurrently. A simple checklist, either mental or written, indicating if the main subject(s) and a fair number of descriptive elements are present in a drawing, gives the teacher a visual picture of children s comprehension and a sense of those children who appreciate drawing in order to comprehend their reading. Examples of children s illustrations of passages from stories demonstrates what teachers can look for in children s drawings which will convey to the teacher that children understand the passages and the elements within them. Ultimately, teachers might consider enhancing and enriching their reading program by providing children opportunities to "see" language through visual literacy. (Three figures of drawings are included; 22 references are attached.) (RS)

ED 334 541 CS 010 626

Sulzby, Elizabeth; Teale, William H.
Young Children s Storybook Reading: Longitudinal Study of Parent-Child Interaction and Children s Independent Functioning. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Nov 87
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Bilingualism; Cross Cultural Studies; Cultural Context; Longitudinal Studies; *Parent Student Relationship; Primary Education; *Reading Aloud to Others; Reading Research
IDENTIFIERS- *Emergent Literacy; Illinois (Chicago); Texas (San Antonio)

A 3-year longitudinal study combined research in emergent storybook reading with research in parent-child interaction across income and cultural groups. In San Antonio, Texas, 8 families (4 each of low and middle income, with 2 families in each group being of Mexican-American heritage and 2 of Anglo heritage) tape recorded 1 storybook reading session with their children. Findings of the descriptive studies of parent-child interactions include: (1) storybook reading is an integral part of family life; (2) storybook reading interaction becomes internalized; and (3) children spontaneously engage in storybook reenactments. In the Chicago, Illinois, area, a number of studies were conducted in which storybook readings were elicited from large numbers of preschool and kindergarten

Meyer, Linda A.; And Others
Is Newer Necessarily Improved? Findings from a Systematic Investigation of the 1979 and 1986 Editions of a Basal Reading Program. Technical Report No. 538.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 33p.; Very small print on some pages may influence legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Decoding (Reading); *Grade 2; Primary Education; Reading Comprehension; *Reading Materials; Reading Research
IDENTIFIERS- *Editions; Houghton Mifflin Reading Series; Text Factors

A study examined the differences between new and old editions of basal reading programs. Two editions, 1979 and 1986, of the Houghton Mifflin basal reading program for first grade were analyzed. Results indicated that there were substantial differences in both decoding and comprehension activities, and in the stories children read. The newer program also appeared to reflect findings from recent research on teacher effectiveness. In addition, a comparison of stories and lessons that appear in both editions revealed shortened text and guidelines for fewer teacher-directed questions about the stories. Results are discussed in light of J.S. Chall s earlier findings in a study where lower student performance in reading was related to reduced content changes in basal readers. (Five tables of data and 8 figures are included; 17 references and 1 appendix of decoding and comprehension categories are attached.) (Author/PRA)

ED 334 563 CS 010 655

Garcia, Georgia Earnest
Factors Influencing the English Reading Test Performance of Spanish-Speaking Hispanic Children. Technical Report No. 539.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Grade 6; Intermediate Grades; *Limited English Speaking; *Reading Ability; *Reading Achievement; Reading Comprehension; Reading Instruction; Reading Research; *Reading Tests; *Spanish Speaking; Special Needs Students; *Student Evaluation

The role that reading achievement tests play in the education of limited-English-proficient children makes it important to understand the relationship between these children s reading test performance and their literacy development. A study employed both quantitative and qualitative methodologies to identify factors that influenced the English reading test performance of 51 Hispanic children as compared to that of 53 Anglo children enrolled in the same fifth- and sixth-grade classrooms. In the statistical analyses, the children s reading test performances were compared in terms of the effect of time constraints, the children s prior knowledge of the passage topics, and the influence of the children s prior knowledge on writing assignments in a variety of courses (sociology, engineering, and literature) and how these interpretations differed from their instructors intentions. Results indicated that: (1) students responses to assignments depended upon what they were actually rewarded for producing; and (2) in some situations, students relied on short cuts to produce papers and failed to engage in the kinds of learning activities that assignments were designed to promote. Findings suggest that students draw from a range of individual and situational resources in their efforts to define and complete assignments and that these factors can interact in complex ways to shape students approaches. (Thirty-nine references and guidelines for a paper for a sociology course are attached.) (RS)

ED 334 583 CS 212 950

Schriver, Karen A.
Plain Language for Expert or Lay Audiences: Designing Text Using Protocol-Aided Revision. Technical Report No. 46.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Case Studies; Protocol Analysis; *Readability; *Reader Response; *Reader Text Relationship; *Revision (Written Composition); Text Structure
IDENTIFIERS- Cognitive Models; *Plain Language; *Protocol Aided Revision; Text Factors

This paper recognizes that critics of the "plain language movement" point out that what is "plain" to one audience may mystify and confuse another. It adds that questions such as "Plain language for whom?" and "How can we know whether a text is written in plain language?" raise legitimate concerns about the danger of ignoring the fact that what is "plain" is relative to the particular audience reading and/or using a text. The paper addresses these questions by illustrating a concrete and empirically tested procedure for revising texts to meet the needs of expert or lay audiences. Specifically, the paper details protocol-aided revision--a procedure which employs readers responses to texts to guide revision activity--and demonstrates why actual reader feedback is the most sensible and effective criterion for deciding whether a text is written in plain language. It provides two case studies of texts that were revised for comprehensibility using protocol-aided revision, underscoring the point that plain language is more than verbal text alone; it includes effective integration of visual and verbal text. The paper also presents a cognitive model of the process of protocol-aided revision. The paper may interest both proponents and critics of plain language because it argues for a redefinition of plain language and suggests a method for assessing if plain language goals have been met. Nine figures of original texts, user protocols, protocol aided revisions, and sample reading protocols are included, and 57 references are attached. (Author/PRA)

ED 334 584 CS 212 951

Sperling, Melanie
Dialogues of Deliberation: Conversation in the Teacher-Student Writing Conference. Technical Report No. 48.

Comparing the Teaching and Learning of Writing in the United States and the United Kingdom: Audience Exchanges. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Comparative Analysis; Cross Cultural Studies; Foreign Countries; *International Educational Exchange; Junior High Schools; Learning Strategies; *Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- *United Kingdom; *United States

This report is the final report of a comparative study of the teaching and learning of writing in the United Kingdom and the United States, consisting of observational studies of 4 pairs of classrooms which exchanged writing between the 2 countries over a 2-year period. Following an overview in chapter 1, chapter 2 describes the study s methods. Chapters 3-6 contain case studies of the 4 pairs of classes engaged in the study, with each of these chapters devoted to one pair, and with each case pointing to contrasts in the teaching and learning of writing in the 2 countries. Chapter 7 provides the synthesis across cases and the overall conclusions. Seventy-eight references and 6 appendixes (containing a discussion of the examination system in the United Kingdom, protocols for interviews with teachers and students, examples of responses to writing, guidelines for response letters, a newspaper article, and a journal article) conclude the report. (SR)

ED 334 603 CS 212 991

Farr, Roger
Portfolios: Assessment in Language Arts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Integrated Curriculum; *Language Arts; *Portfolios (Background Materials); *Student Evaluation; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

To serve the function of assessment, the language arts portfolio should be a record of a student s literacy development--a kind of window on the skills and strategies the student uses in reading and writing. Portfolio collections can form the foundation for teacher-student conferences, a vital component of portfolio assessment. The use of portfolios has gained momentum as curriculum experts have called for assessments that include a variety of work samples and have asked that teachers confer with each student about his/her literacy development. Language arts portfolio assessments should: (1) have value to both teachers and students beyond the assessment information; (2) require students to construct responses rather than which contains persuasive groupings of life experiences that can equate the college-level learning; (2) cluster pages, which draw items of nearly any form or type and from any source that can demonstrate course equivalency through experiential learning; (3) a request for credit, which involves a brief capsulization of why a certain number and level of credits should be assigned; and (4) an appendix. (Seventeen references are attached.) (PRA)

ED 334 622 CS 507 525

Gottlieb, Stephen S.
A High School Student s Bill of Rights. Teaching Resources in the ERIC Database (TRIED) Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 132p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; Class Activities; Constitutional Law; *Freedom of Speech; Government School Relationship; High Schools; *High School Students; Lesson Plans; Public Schools; Search and Seizure; Student Responsibility; *Student Rights; Student School Relationship
IDENTIFIERS- *Bill of Rights; *United States Constitution

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on teaching high school students their Constitutional rights and responsibilities. The 40 lesson plans in the book cover the courts and basic rights, the rights of criminal suspects, the rights of minors and education law, and individual freedom at school and in the working world. The book includes an activities chart which indicates the focus and types of activities (such as class discussion, creative writing, critical reading, role playing, group activities, etc.) found in the various lessons. The United States Bill of Rights, The Northwest Ordinance of 1787, and the United Nations Universal Declaration of Human Rights are attached. (RS)

ED 334 623 CS 507 526

Hoar, Nancy
International and Intercultural Communication in the Curriculum and in the Classroom: Sociolinguistics.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; Global Approach; Higher Education; Information Theory; *Intercultural Communication; *Interdisciplinary Approach; *International Communication; Interpersonal Communication; *Sociolinguistics
IDENTIFIERS- *Speech Community

The repercussions of an increasingly globalized society present opportunities to communication academics for designing new and interdisciplinary courses, team teaching, and guest lecturing. Among the contributions that communication instructors could of school reform focuses on how to better transfer knowledge already in the possession of academics. Placing the locus of authority in the classroom is the main issue of the professionalization model for school improvement. The client empowerment model for reform gives authority to the consumers of education. Underlying these views is the effort to restructure schools and school systems. Three separate approaches that make up the general category of school restructuring are: (1) enhancing teacher professionalization by rethinking teacher preparation and advocating empowerment; (2) using competition pressures to improve schools via enrollment choice, and (3) implementing parent-dominated school-based management. Examples of each approach in Chicago and other areas are given. School-based management was established in Chicago during 1988 with a set of 5-year goals such as improving student achievement and improving attendance and graduation rates. A similar program of local school management was established in Great Britain in 1986 and 1988. Both reforms are based in legal mandates imposed upon local education agencies. Common themes in the educational reforms enacted for Chicago and Great Britain include a concern for the disadvantaged and budget control, although differences such as curriculum diversity and budgetary approaches do exist. Issues in comparing approaches to school-based management encompass criteria for judging program success; the roles of professionals, clients, and students; and the locus of authority. (28 references) (EJS)

ED 334 645 EA 023 082

Organizing for Better School Food.
PUB DATE- 91
NOTE- 52p.; Children s Nutrition Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Change Strategies; *Dining Facilities; Elementary Secondary Education; Food Handling Facilities; *Food Standards; Health Programs; *Improvement Programs; *Lunch Programs; *Nutrition; Vending Machines

The ideal school cafeteria includes a salad bar and serving tables with healthy food items. Certain cafeteria pitfalls, such as a noisy or stuffy atmosphere, can be avoided by good administration. Specific guidelines on campaigning for better school food consist of building a community coalition that holds public meetings, learning about the school food-service system, setting realistic goals for improvements, negotiating for change, determining if an impact is being made, and making use of the media. A brief history and description of food program administration, United States Department of Agriculture (USDA) regulations, school breakfast food requirements, and types of food-service systems provide an understanding of school food programs. One recommendation for school food program improvement is not to sell junk food during school hours. To help convince the community about the importance of good school nutrition, policy statements from organizations such as the American Medical Association are provided. Suggestions about how to lower fat, cholesterol, sodium, and sugar and to raise fiber amounts in school menus are made and examples of 11 school lunch programs around the nation are given. Resources for additional information are listed in determining program objectives; designing program components; and implementing the action plan. Last, steps for creating a more caring, supportive, and nurturing educational climate are described. (CLA)

ED 334 665 EA 023 144

Hill, Paul T.; Bonan, Josephine
Decentralization and Accountability in Public Education.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Decentralization; *Educational Change; Elementary Secondary Education; *Participative Decision Making; *Public Education; *School Based Management; Suburban Schools; Urban Schools

Although only a few dozen school systems have formally embraced site-based management, thousands of districts across the country are experimenting with it in some form. The study described in this report attempts to distill the experience of pioneering school systems, so that citizens and educators in other localities can benefit from it. During the 1989-90 and 1990-91 school years, a RAND research team studied five major urban and suburban school systems that had adopted site-based management: Columbus, Ohio; Dade County, Florida; Edmonton, Alberta (Canada); Jefferson County (Louisville), Kentucky; and Prince William County, Virginia. Newspaper and scholarly accounts of site-based management in other communities were also considered. The report draws five major conclusions: (1) though site-based management focuses on individual schools, it is really a reform of the entire school system; (2) site-based management will lead to real changes at the school level only if it is a school system s basic reform strategy; (3) site-based schools are likely to evolve over time and to develop distinctive characters, goals, and operating styles; (4) a system of distinctive, site-based schools requires a rethinking of accountability; and (5) the ultimate accountability mechanism for a system of distinctive site-based schools is parental choice. These findings have specific implications for the entire school community. An appendix provides an overview of the five districts studied. (MLH)

ED 334 666 EA 023 145

Goldberg, Bruce, Ed.
Redesigning Schools: Architecture and School Restructuring.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Educational Cooperation; Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Flexible Facilities;

is built by increasing the knowledge of all involved, projecting program costs and benefits, obtaining endorsements, and preparing others for development. Effective program leadership is developed through carefully selected governing boards with clear responsibilities. Development plan implementation needs and goals can be communicated through school newsletters. Donation campaigns include mail, phone, and direct solicitation. Activities such as seeking grants, giving programs, and capital campaigns can expand school financial support. How to evaluate principals, development directors, and program effectiveness as well as how to renew the program are described. Appendices A through F provide resources for more information; a principal s development checklist; notes from an article on the annual giving campaign, including information about the solicitation letter; a phonathon form; and sample policies on gifts. (4 references) (EJS)

ED 334 686　　　　EA 023 172

Peterson, Jack
How To Hire a Development Officer: From Defining Needs to Ensuring Successful Performance.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Schools; *Change Agents; Educational Change; *Educational Development; Elementary Secondary Education; Employment Interviews; Leadership Qualities; Personnel Needs; *Personnel Selection; *Private Schools; Program Development; Search Committees (Personnel)

This guide is designed to help administrators, search committee members, pastors, and school board members select a school development director. Chapter 1 describes why the hiring process is important. Chapter 2 answers questions such as who is responsible for development. Two styles of development management are described. Prerequisites for hiring are delineated in chapter 3. Directions for forming a search committee are provided in chapter 4. Chapters 5 and 6 describe what kinds of abilities, attributes, background, experience, and personality traits to look for in a development officer and how detailed a job description should be. Chapters 7 through 12 detail where to look for candidates; how to conduct initial screenings, interviews, and reference checks; and how to make a final decision, negotiate an arrangement, and present the new director to the community. Establishing internal accountability for the development process and ensuring growth for the director are described in chapters 13 and 14. Appendices A through E contain an adjusted hiring timeline, a "listening session" description, two sample job decriptions, a resume evaluation form, and an application form. (EJS)

ED 334 687　　　　EA 023 177

Early School Leavers Accounting System, 1991.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

middle school, O Farrell Community School: Center for Advanced Academic Studies, from January 1988 through June 1990. O Farrell embraces restructuring principles and believes that all children can and will learn from the same high-level, college preparatory curriculum. O Farrell will open in fall 1990 with a seventh-grade class of 350 students and will feature a new governance model, curriculum, and instruction responding to early teens academic, social, and emotional needs. In September 1991, the school will expand to a full 6-7-8 middle school with an estimated 1,200 students. The school is divided into three "educational families" that will be offered the same interdisciplinary program during a 4-hour "core" block combining language arts, mathematics, social studies, and science. The program also includes a community service component, art, music, industrial arts, and physical education. All students will have a teacher/advocate and meet in an advocacy group daily. Emerging issues and concerns about the planning process and suggestions for future directions are discussed. (MLH)

ED 334 710 EA 023 219

Study of the Development of the Department of Education s Financial Management System and Student Information and Program Management System. A Report to the Governor and the Legislature of the State of Hawaii, No. 91-2. Submitted by the Auditor, State of Hawaii.
PUB DATE- Jan 91
NOTE- 47p.; Study conducted by Price Waterhouse.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; Elementary Secondary Education; *Guidelines; *Management Information Systems; Planning; *Program Evaluation; *State Action; *State Departments of Education
IDENTIFIERS- *Financial Systems; *Hawaii

The Hawaii Legislature asked the Office of the Auditor to examine two major Department of Education computer projects--a financial management system (FMS) and a student information and program management system (SIPMS). It also requested guidelines for use in evaluating funding requests for future projects. A 1-year implementation delay in the FMS project has resulted in unused training facilities and equipment, additional consultant fees, and unreliable completion cost estimates. These problems were caused by major shortcomings in the development and procurement process. Still in the early planning stage, the SIPMS project has completed a preliminary plan and a requirements definition. The plan, which proposes a "staged" approach, will take 6 years and 23.8 million to complete. The estimated 3.3 million for the first 2 years is realistic, although auditors cannot comment on the remaining 20.5 million covering construction and implementation costs. The FMS project should: (1) agree on software capacities, critical requirements, and capabilities needed before full implementation; (2) develop a work plan; and (3) define project responsibilities and agree on remaining task assignments. The SIPMS project should continue its phased implementation approach and use existing hardware and software as much as possible. Legislature requests for funding such projects should

DESCRIPTORS- Boarding Schools; *Dyslexia; Educational Benefits; Elementary Secondary Education; *Language Handicaps; Referral; Remedial Programs; Residential Schools; *School Effectiveness; Special Schools; Student Development

In a question-and-answer format, this pamphlet offers a rationale for having students with dyslexia attend a junior boarding school. The information focuses on: criteria for determining appropriateness of a specialized boarding program; most appropriate age for referral; helping parents deal with their anxiety; benefits of a boarding school over tutors and resource room programs; benefits of attending boarding school before the high-school level; benefits of attending a special school with a dyslexia program over a regular junior boarding school; emphasis in these schools on sports in which dyslexic students traditionally excel; and the structure of remedial boarding schools. (JDD)

ED 334 732 EC 300 467

Hunsaker, Scott L.; And Others

Instrument Use in the Identification of Gifted and Talented Children.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 20 Jun 91

NOTE- 63p.; Paper presented at the Meeting of the Jacob K. Javits Gifted and Talented Education Program Grant Recipients (Washington, DC, June 20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Ability Identification; Achievement Tests; Aptitude Tests; Creativity; Definitions; Educational Diagnosis; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Evaluation Methods; *Gifted; Gifted Disabled; Gifted Disadvantaged; Intelligence Tests; Limited English Speaking; National Surveys; Racial Factors; Student Evaluation; *Talent; *Talent Identification; Tests

Information was solicited through mass mailings to school districts concerning their definitions of gifted and talented, the instruments they use to identify gifted and talented students, and the underserved populations they seek to serve. This report is based on information from 542 files, representing approximately 10% of the mass mailing. Results indicate the following: (1) the U.S. Office of Education definition of gifted is used by 73% of school districts, followed by use of an intelligence quotient definition by 15% and the Three-Ring definition by 11%; (2) there is still an over-reliance on the general intellectual aptitude construct; (3) a high number of districts measure general intellectual aptitude by means of academic achievement tests; and (4) in the measurement of creativity, there is a prevalence of an ideation construct and the use of intelligence and achievement tests. The paper concludes that the gap between what is considered appropriate practice for gifted identification and actual practice is still extensive. Some attention is being paid to the needs of a general racial/ethnic category, but little is being done with regard to specific populations--few districts consider the needs of limited English speakers, low socioeconomic status students, or students with handicapping conditions. The paper includes 4 references and 15 tables. Appendices provide a data coding guide and recording form. (JDD)

Utah as a part of their annual appropriation to the Developmental Center for Handicapped Persons at Utah State University. For the previous annual reports, see ED 293 240-242, ED 303 972, and EC 300 496.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; Early Childhood Education; *Early Intervention; Infants; Longitudinal Studies; *Parent Participation; Preschool Education; Program Costs; *Program Effectiveness; Special Education; *Special Health Problems; Young Children
IDENTIFIERS- *Medically Fragile

This report presents final (fifth year) results of 17 longitudinal studies on the costs and effects of providing alternative types of early intervention services to handicapped children. Part I summarizes activities undertaken by the project and outlines the contextual, theoretical, and historical factors underlying the conceptualization, design, and implementation of the studies. Part II summarizes the results of each individual study grouped into the following three categories: (1) effects of varying intensity of intervention; (2) intervention with medically fragile children; and (3) effects of involving parents in intervention. Presentation of results for studies in each category are preceded by a review of other research addressing similar issues. For each study, information is provided concerning: the comparison populations, coordinators, location, report date, study rationale, review of related research, study overview, method, intervention programs, data collection, results/discussion, and conclusions. Part III presents brief summaries of each of the studies in tabular form. Part IV describes project activities with regard to dissemination, training of graduate students and Advisory Committee meetings. Includes approximately 525 references. (DB)

ED 334 752 EC 300 498

Morgan, Robert L.; And Others
Group and Individual Instructional Procedures: Least-to-Most Prompting versus Correction.
PUB DATE- 88
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; *Error Correction; Feedback; Group Instruction; Individual Instruction; *Instructional Effectiveness; *Mild Disabilities; Pictorial Stimuli; Preschool Education; *Prompting; Receptive Language; Teaching Methods; *Vocabulary Development

An alternating treatments design was used to evaluate and compare the instructional effectiveness of six treatment packages in teaching receptive picture vocabulary to 12 mildly handicapped children (ages 3-6 years). Independent variables in the treatment packages included: least-to-most prompting, correction, group instruction, and individual instruction. The combination of individual instruction with correction and the combination of group instruction with least-to-most prompting proved to be the best techniques in terms of the number of learned vocabulary words. When directly compared, both produced similar results in the number of words learned and retained. However, the group treatment package provided several symbolic play; and no toy play. Results indicated that the development of play, especially the later emerging symbolic type, is dependent on cognitive abilities and social comprehension. The children with the most noticeable deficit in symbolic play were the autistic groups, with the deficit more profound in the low IQ group. An unexpected finding was that although language also requires symbolic representation, those children with language impairments did not demonstrate significantly less symbolic play. Members of all groups chose approximately the same number of toys during a typical play session. Includes 5 references. (DB)

ED 334 773 EC 300 519

Jones, Sheila Dove; Miller, Cynthia Dieterich
Children with Rare Chronic Skin Diseases: Hemangiomas and Epidermolysis Bullosa.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Congenital Impairments; Diseases; Early Childhood Education; Educational Needs; Incidence; Peer Acceptance; Peer Relationship; Self Concept; Special Education; *Special Health Problems
IDENTIFIERS- *Epidermolysis Bullosa; *Hemangiomas; Impairment Severity

The paper reports on studies involving children having the rare chronic skin diseases of hemangiomas and epidermolysis bullosa (characterized by easy blistering). One study compared the self-concept and psychosocial development of young (mean age 46 months) children (N=19) with hemangiomas with 19 children without hemangiomas. Findings indicated few differences in self-concept or psychosocial development between children with and without hemangioma lesions. A national survey of children with epidermolysis bullosa found that 15.8% were receiving special education assistance under Public Law 94-142, the Education for All Handicapped Children Act with 82% receiving services in regular classes. Environmental accommodations and adaptive devices were used. Although 48% reported no social problems, 32% felt there was some peer rejection as a result of their condition. An investigation into developmental characteristics of five young children (ages 3-6) having mild to severe epidermolysis bullosa found a wide variance in overall developmental status with motor skills delayed in proportion to the severity of the condition. Includes 18 references. (DB)

ED 334 774 EC 300 520

Frankel, Elaine B.; McKay, Donald
An Interactive Model of Integration in Community-Based Child Care Centres.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Conference of the Council for Exceptional Children (68th, Toronto, Canada, April 23-29, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

a memo addressing eligibility criteria. Includes 28 references and a brief glossary. (DB)

ED 334 792 EC 300 538

Accessing the Health Care Financing System: A Resource Guide for Local Education Agencies. Bulletin No. 91298.
PUB DATE- Jan 91
NOTE- 149p.; Some pages of appended material contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Ancillary School Services; *Disabilities; *Educational Finance; Elementary Secondary Education; *Financial Support; Health Care Costs; *Health Insurance; *Health Services; Medical Services; School Districts; School Support; *Special Health Problems
IDENTIFIERS- *Wisconsin

This guide is intended to assist Wisconsin school districts in accessing the health care financing system as a means of supporting specialized services. Topics covered include: determination of a local education agency s potential for third-party covered services; the need to become a certified provider dependent upon the funding source; determination of whether local education agency staff meet the qualifications necessary to become a certified provider; establishment of a system or mechanism to document relevant treatment-services data and translate that data into an appropriate third-party claim; and obtaining parental consent. Individual chapters address the following areas: (1) historical background--legal basis for third-party claims; (2) cautions in accessing third-party funds and gaining parental support; (3) delivery of health care services in an educational setting; (4) the Wisconsin Medical Assistance Program coverage of medically necessary services provided in the schools; (5) the health care financing system (including military coverage, state programs, private commercial plans, funded plans, and managed care alternatives); (6) documentation; (7) collection and transmission of treatment data; (8) insurance claim form preparation; (9) the life cycle of an insurance claim; (10) reporting third-party reimbursements; and (11) the "make or buy" decision. Extensive appendixes provide sample forms and documentation. A glossary and list of 11 state resources are also included. (DB)

ED 334 793 EC 300 539

Special Education Program Aides in Wisconsin Schools. A Report to the Joint Committee on Audit. Bulletin No. 91363.
PUB DATE- Jan 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Policy; Elementary Secondary Education; *Employment Patterns; Enrollment; *Paraprofessional School Personnel; Personnel Needs; Personnel Policy; Severe Disabilities; Special Education; *State Standards; *Teacher Aides; Trend Analysis
IDENTIFIERS- *Wisconsin

This report responds to a Wisconsin Legislature request by

It is proposed that some reduplication processes found in Kwakiutl, a native language of British Columbia, can be explained in a very illuminating way within a moraic theory. It is argued that the cases of so-called reduplication found in Kwakiutl should be viewed as the result of a copying process triggered by the moraic requirement of some affixes rather than as a result of reduplication. The analysis also shows that the influence that affixes seem to have on the internal structure of stems (i.e., lengthening or shortening) follow from the prosodic structure of both stems and affixes, from the prosodic requirement of the affixes in question, and from language-specific constraints on possible prosodic words. (Contains 7 references.) (MSE)

ED 334 814 FL 018 709

Tsujimura, Natsuko
Unaccusative Mismatches in Japanese.
PUB DATE- 89
NOTE- 14p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p264-276. For related documents, see FL 018 705-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Japanese; *Language Patterns; Language Research; *Linguistic Theory; Semantics; Syntax; *Verbs

Two instances of unaccusative verb mismatches in Japanese are examined. An unaccusative mismatch is the situation in which a different accusative diagnostic singles out different classes of intransitive verbs within and across languages. One type of unaccusative mismatch has to do with group C verbs, or verbs of manner with protagonist control. When these verbs occur with a goals phrase that allows the verb to express inherent direction of motion, they can appear in the unaccusative syntactic configuration. The other instance occurs in the "TE ARU" construction within group A verbs. However, this kind of mismatch can be attributed to different representation in lexical conceptual structure. It is further observed that group A and group B verbs, both of which are unaccusative, are basically rejected in the construction because the agentive interpretation is suppressed within these verbs. It is concluded that inherent direction and lack of protagonist control are significant properties that point toward characterization of unaccusativity. (Contains 19 references.) (MSE)

ED 334 815 FL 018 710

Yoon, James H.
Word Order and Thematic Structure in Mandarin.
PUB DATE- 89
NOTE- 14p.; In: Proceedings of the Annual Meeting of the Eastern States Conference on Linguistics (6th, 1989), p313-325. For related documents, see FL 018 705-709.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Patterns; Language Research; *Linguistic Theory; *Mandarin Chinese; *Phrase Structure; *Syntax

Recent proposals concerning the relationship between thematic structure and syntactic structure, including the idea of

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Contrastive Linguistics; Cultural Differences; Curriculum Design; *English (Second Language); Foreign Countries; *Intercultural Communication; *Languages for Special Purposes; *Language Variation; *Native Speakers; Postsecondary Education; Second Language Instruction; Standard Spoken Usage
IDENTIFIERS- India; Kenya; Nigeria

Courses in English for special purposes, particularly in business, should be extended to native speakers of English. Problems of intercultural communication occur not only when people operate across linguistic boundaries but also when those people share a common language, particularly as new non-native varieties of English are becoming more commonly used. In countries such as Nigeria, Kenya, and India, English serves as a medium of intranational as well as international communication, but usually varies considerably from native North American or British models. Business people should seek to understand and use the linguistic forms dictated by non-native local circumstances. Analysis of learner language needs might include analysis of the types of interaction encountered in the non-native English situation, categorization of communicative problems, identification of systematic differences in the way native and non-native speakers use language, and establishing target communicative abilities to be learned by the native speaker. A syllabus for such a course should cover both productive and receptive language skills and both the structure and functions of language. Comparison of West African and Indian English provides examples. (MSE)

ED 334 836 FL 019 285

Koike, Shohei
Cultural Competence in Business Japanese.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Classroom Techniques; College Curriculum; Course Content; Course Descriptions; *Cultural Education; Foreign Countries; Higher Education; Instructional Materials; Intercultural Communication; *International Trade; *Japanese; *Languages for Special Purposes; Second Language Instruction; Teacher Developed Materials; Videotape Recordings
IDENTIFIERS- Eastern Michigan University; *Japan

Cultural competence in business Japanese requires more than superficial knowledge of business etiquette. One must truly understand why Japanese people think and act differently from their American counterparts. For example, instruction in the use of Japanese taxis must be accompanied by instruction in the concept and implications of seating order in the general culture. The use of videotape recordings can help enhance competence in Japanese business culture, but appropriate video material for learning Japanese within the context of business culture is not yet available. At Eastern Michigan University,

Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.
PUB DATE- 90
NOTE- 409p.; Appendix B contains broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); Cooperative Programs; *Educational Improvement; *Educational Planning; *Institutional Cooperation; *Labor Force Development; Labor Market; Occupational Information; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Texas (East)

A project was conducted to develop activities leading to the coordination of regional vocational-technical education and training programs with data-based labor market needs in East Texas. An existing group, the Technology Partnership Organization, became the work force planning agency for the area. During the project, the following objectives were accomplished: (1) appropriate regional boundaries were selected; (2) membership size, structure, and responsibilities were established; (3) inventories were taken of regional occupational education programs, economic development initiatives, and current and projected job openings; (4) the match between job openings and vocational-technical education and training programs was evaluated; and (5) a regional plan to coordinate vocational-technical education and training programs with labor market needs was developed. (The 10 appendixes, making up most of this report, include a list of the board of directors and committee members, bylaws, articles of incorporation, inventory of occupational education programs in East Texas, economic development survey instruments, economic development initiatives in East Texas, supplementary labor market data, monthly reports, the operational plan, and a list of work force planning regions.) (KC)

ED 334 362 CE 058 367

In-School Student Chamber of Commerce Program.
PUB DATE- 90
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Exploration; Elementary Secondary Education; Extracurricular Activities; *School Business Relationship; *School Community Programs; Student Leadership; *Student Organizations
IDENTIFIERS- *Chambers of Commerce; Dade County Public Schools FL; *Student Chambers of Commerce

An In-School Student Chamber of Commerce Enhancement Program was established in elementary, middle, and senior high school settings in Dade County, Florida. The student Chamber, modeled after the local Chamber, serves as a role model in the following ways: (1) by guiding students to develop a Chamber; (2) by teaching students about the work world; and (3) by showing students how business people serve a community. Each student Chamber develops a blueprint for action that identifies priority goals and projects. Each student Chamber maintains records, financial reports, and learns parliamentary core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 382 CE 058 397

Standardized Curriculum for Cosmetology.
PUB DATE- Jun 89
NOTE- 93p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; *Cosmetology; Entrepreneurship; Secondary Education; *Service Workers; State Curriculum Guides; *State Standards; Student Evaluation; Student Organizations; Vocational Education
IDENTIFIERS- Mississippi; Vocational Industrial Clubs of America

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: cosmetology I and II. The 18 units in cosmetology I are as follows: introduction to cosmetology; Vocational Industrial Clubs of America; the look you like; bacteriology; sterilization and sanitation; hair and disorders; draping, shampooing, and rinsing; scalp and hair care; nails and disorders of nails; manicuring; hair shaping; finger waving; hair styling; wigs; thermal hair styling; permanent waving; chemical waving; and hair coloring. Cosmetology II consists of 13 units: review of cosmetology I; skin and disorders; facials, massages; facial makeup, eyelashes, and superfluous hair removal; cells; skeletal; muscular system; nervous system; circulatory system; other body systems; electricity and light therapy; chemistry; and salon management. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 383 CE 058 398

Standardized Curriculum for Diesel Engine Mechanics.
PUB DATE- Jun 89
NOTE- 50p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; *Diesel Engines; *Electrical Systems; Equipment; Fuels; Hand Tools; *Hydraulics; Measurement; Motor Vehicles; Safety; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Trade and Industrial Education
IDENTIFIERS- Fuel Systems; Mississippi; Power Trains

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: diesel

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; *Furniture; Hand Tools; *Repair; Secondary Education; State Curriculum Guides; *State Standards; Teaching Methods; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Mississippi; *Upholsterers

This curriculum guide for upholstering was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all upholstering programs in the state. The guide contains objectives for upholstering I and II courses. Units in course I cover the following topics: introduction and orientation; shop mathematics; upholstery tools, materials, and equipment; springs, padding, and filling material; measuring, laying out, and cutting fabrics; preparing bases and refinishing furniture; and reconstructing the furniture. Units in course II cover introduction and orientation; shop mathematics; upholstery tools, materials, and equipment; springs, padding, and filling material; measuring, laying out, and cutting fabrics; preparing bases and refinishing furniture; and reconstructing the furniture. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (KC)

ED 334 404 CE 058 419

Standardized Curricula for Vocational Agricultural Programs.
PUB DATE- 88
NOTE- 271p.; Cover title: Standardized Curriculum for Agriculture. For related documents, see CE 058 387-418.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Engineering; *Agricultural Production; Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Educational Resources; *Farm Management; *Forestry; Horticulture; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Teaching Methods; Vocational Education
IDENTIFIERS- Mississippi

This curriculum guide for vocational agriculture programs was developed by the state of Mississippi to standardize vocational education course titles and core contents. The objectives contained in this document are common to all vocational agriculture programs in the state. The guide contains course guides for the following courses: agriculture production I and II; agriculture mechanics I and II; horticulture I and II; agriculture business and management I and II; and forestry I and II. Each course contains 9-25 units that consist of objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, Development; *Participative Decision Making; Policy Formation; Teamwork; Unions; Vocational Education; Work Environment

This booklet synthesizes symposium discussions exploring how to transform organizations to compete in the rapidly changing world economy. First, the new cooperative organization is defined. Next, practical advice on making partnership organizations a reality is summarized. Suggestions include appealing to people s self-interest; coming up with new, shared values; "walking and talking" the values every day; changing the structure of the organization to reinforce new values; developing a specific vocabulary; slowing down and retraining, if necessary; enforcing values; trusting and caring; and not expecting overnight change. The next section outlines barriers to change: noninvolement of employees; natural tendency toward inertia; persistence of organizations that support the old systems; public policy; suspicions of Wall Street investors; time; unwillingness, or inability, to trust; no understanding of the value a union adds to a partnership; and fear of failure. Barriers to sustaining cooperative programs are then discussed: failure to build a solid foundation for change; literacy problems; management arrogance; missed opportunities; and loss of momentum from turnover and changes in corporate structure. The next section summarizes suggestions for success: clear the air; consider the plan for the new system carefully and in detail; support an atmosphere that promotes reasonable risk taking; and continue to deal up front with the job security issue. A list of symposium participants is appended. (YLB)

ED 334 424 CE 058 483

Catalog of Exemplary Vocational Education Programs for California Community Colleges Special Student Populations.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 91

NOTE- 49p.; For related documents, see CE 058 484-489.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; Ancillary School Services; Auto Mechanics; Bilingual Education; Career Counseling; Career Education; Catalogs; Community Colleges; Computer Assisted Instruction; *Demonstration Programs; *Disabilities; *Disadvantaged; *Displaced Homemakers; Employment Services; Ethnic Groups; Food Service; Hispanic Americans; Internship Programs; *Limited English Speaking; Minority Groups; Occupational Home Economics; One Parent Family; Orientation; Outreach Programs; Program Descriptions; Programing; School Holding Power; Social Services; Special Needs Students; Transitional Programs; Two Year Colleges; *Vocational Education; Welding; Womens Education

IDENTIFIERS- *California Community Colleges

This directory contains abstracts of 30 model programs for special population students at California community colleges. Programs are divided into four categories corresponding to the type of special population served. The seven programs for disadvantaged students are as follows: "Career Beginnings"; "Center for Computer Assisted Instruction and Vocational Education"; "GAIN (Greater Avenues for Independence) Consortium"; "Hispanic Women s Mentoring Program"; "IN-D MAND (Internships for Disabled, Minority, and Disadvantaged Students)"; "MESA/MEP (Mathematics, Engineering, Science applied to facilitate the adjustments required by changing circumstances, the findings of the study can be a contribution to both theoreticians and practitioners who find themselves in similar change situations. It was found that most approaches used, including related learning activities and sources of assistance patterns, serve the reestablishment of the status quo and result in little or no change in the functionality of role behavior. (Three tables and 27 references are included.) (Author/NLA)

ED 334 442 CE 058 512

Manly, Donna; And Others
Workplace Educational Skills Analysis. Training Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 77p.; Produced by the Wisconsin Workplace Partnership Literacy Program with the Wisconsin AFL-CIO and Wisconsin Manufacturers and Commerce. For a related evaluation report, see CE 058 513.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Adults; Basic Skills; Competency Based Education; Curriculum Development; Individualized Instruction; Job Analysis; *Job Skills; Listening Skills; Management Teams; Needs Assessment; Peer Counseling; Postsecondary Education; Problem Solving; Reading Skills; *Skill Development; Speech Skills; Teaching Guides; Writing Skills
IDENTIFIERS- *Literacy Audits; Wisconsin; *Workplace Literacy

Basic skills instruction can be tied to work performed on the job by conducting a Workplace Educational Skills Analysis (WESA). WESA is a systematic process used by the Wisconsin Workplace Partnership Training Program to identify and analyze the basic educational skills required on the job. Basic skills are identified in seven areas: (1) computing; (2) listening; (3) problem solving; (4) reading; (5) speaking; (6) team building; and (7) writing. The six stages of the WESA process are as follows: (1) design meetings; (2) interview preparation; (3) interviews and observations; (4) data analysis and draft reports; (5) clarification meetings; and (6) final reports. WESA information enables instructors to develop job and workplace-specific curricula, use workplace-specific materials in instruction, design competency-based participant assessment instruments, develop individualized education plans, and assist employees with career planning. Peer advisors play a vital role in the success of the programs. (Twenty references, a 35-item bibliography, and the following 13 appendices are included: (1) program components; (2) planning meeting agenda; (3) implementation strategy meeting agenda; (4) design meeting agenda; (5) interview schedule; (6) summary report; (7) supervisor interview worksheet; (8) employee interview worksheet; (9) skills observation worksheet; (10) observation worksheet; (11) detailed report; (12) Gunning Fog Index; and (13) suggested components for final reports.) (NLA)

ED 334 443 CE 058 513

Paris, Kathleen A.
Wisconsin Workplace Partnership Literacy Program (WPL). Evaluation. 2nd Edition.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communication (Thought Transfer); Confidentiality; Confidential Records; *Crime Prevention; *Disclosure; *Information Seeking; Inquiry; *Investigations; Learning Activities; Postsecondary Education; Privacy; Research Methodology; Safety; *Security Personnel; State Curriculum Guides; Teaching Guides; Tests; Vocational Education
IDENTIFIERS- *Building Security; Fair Credit and Reporting Act 1970; *Private Investigation; Surveillance

This curriculum guide provides instructional materials for the private investigator phase of a private security training course of study. Five units cover the following topics: understanding responsibilities to clients; interpreting laws of private investigations; complying with the Fair Credit Reporting Act; conducting investigations and surveillance; and locating and communicating information. Each unit of instruction is composed of some or all of these components: objective sheet with introduction and unit and specific objectives; suggested activities with details for preparation, delivery, and evaluation; a list of references; information sheets; supplements with instructions that could be used for solving a problem or reinforcing the enrichment of learning; transparency masters; assignment sheets; assignment sheet answer keys; written tests; and test answer keys. (YLB)

ED 334 462 CE 058 557

Private Security Training. Phase 4: Firearms Training. Instructor Edition.
PUB DATE- 90
NOTE- 122p.; For phases 1 and 2, see ED 316 745-746; for phase 3, see CE 058 556.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Crime Prevention; Equipment; Equipment Maintenance; Learning Activities; Postsecondary Education; Safety; *Security Personnel; State Curriculum Guides; Teaching Guides; Tests; Vocational Education
IDENTIFIERS- *Building Security; *Firearms

This curriculum guide provides instructional materials for the firearms training phase of a private security training course of study. The seven units in the course cover the following topics: safety; revolver nomenclature and maintenance; inspecting revolvers and holsters; fundamentals of revolver shooting; legal issues and deadly force; range procedures and tower commands; and revolver qualification. Three additional units are presented for an optional shotgun course: shotgun nomenclature and maintenance; fundamentals of shotgun shooting; and shotgun familiarization. Each unit of instruction is composed of some or all of these components: objective sheet with introduction and unit and specific objectives; suggested activities with details for preparation and delivery; a list of references; information sheets; assignment sheets; and assignment sheet answer keys. A multiple-choice safety test covers the information presented in units one and six only. (YLB)

ED 334 463 CE 058 564

linguistic models are used, problems related to both the mere degrees of membership and conventional methods are eliminated because linguistic values may be regarded as elastic restrictions, thus better describing the nature of vague concepts. A concrete example of concept formation is provided. These conclusions are summarized: (1) the definition of personality is problematic using conventional methods because it is vague, complex, and complicated by nature; (2) the TFS, on the other hand, seems to be an intelligible approach because it deals with vague and complex entities elegantly; and (3) owing to the employment of TFS, computerized procedures may also be utilized conveniently in the concept formation of personality. (LLL)

ED 334 482 CG 023 497

Cardena, Etzel; Spiegel, David
Dissociative Reactions to the Bay Area Earthquake.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; College Faculty; *Earthquakes; *Emotional Problems; Graduate Students; Higher Education
IDENTIFIERS- California

This study systematically evaluated the psychological reactions of a non-clinical population to the October 1989 Bay Area earthquake. Within a week of the earthquake, a checklist of anxiety and dissociative symptoms was administered to a representative sample of approximately 100 graduate students and faculty members from two different institutions in the Bay Area. A follow-up study was conducted 4 months afterwards. Analyses of variance for time of testing showed that during or shortly after the earthquake respondents experienced significantly greater number and frequency of time distortions, alterations in cognition, memory and somatic sensation, derealization, depersonalization, and, to a lesser degree, anxiety symptoms and Schneiderian first-rank symptoms. These results suggest that among non-clinical populations extreme distress significantly increases the prevalence not only of anxiety but of transient dissociative phenomena as well, a fact of considerable clinical and theoretical import particularly considering the lifetime prevalence of traumatic experiences among the general population. (Author/LLL)

ED 334 483 CG 023 498

Sampson, James P., Jr.; And Others
The Impact of DISCOVER and SIGI on the Career Decision Making of College Students: Technical Report No. 5.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Feb 87
NOTE- 45p.; For later reports, see CG 023 499-501.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; *Career Guidance; Career Information Systems; College Students; *Computer Assisted Instruction; Counseling Effectiveness; Counseling Techniques; Higher Education
IDENTIFIERS- Computer Assisted Career Guidance; *DISCOVER System; *System of Interactive Guidance and Information

ED 334 502 CG 023 517

Davidson, Lucy, Ed.; Linnoila, Markku, Ed.
Report of the Secretary s Task Force on Youth Suicide. Volume 2: Risk Factors for Youth Suicide.
PUB DATE- Jan 89
NOTE- 311p.; For other volumes in this series, see CG 023 516-519.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Adolescents; *Risk; *Suicide; Young Adults; *Youth Problems

Commissioned papers by a work group on risk factors for youth suicide, which examined environmental, behavioral, sociocultural, biological, and psychological factors associated with an increased likelihood of suicide among young people are presented in this document. The following papers are presented: (1) "Sociodemographic, Epidemiologic, and Individual Attributes" (Paul C. Holinger and Daniel Offer); (2) "Preparatory and Prior Suicidal Behavioral Factors" (Norman L. Farberow); (3) "Social and Cultural Risk Factors for Youth Suicide" (Carol Huffine); (4) "Family Characteristics and Support Systems as Risk Factors for Youth Suicide" (Cynthia R. Pfeffer); (5) "Contagion as a Risk Factor for Youth Suicide" (Lucy Davidson and Madelyn Gould); (6) "Stress and Life Events" (Eugene S. Paykel); (7) "Sexual Identity Issues" (Joseph Harry); (8) " Major Psychiatric Disorders as Risk Factors in Youth Suicide" (Maria Kovacs and Joachim Puig-Antich); (9) "Personality as a Predictor of Youthful Suicide" (Allen Frances and Susan J. Blumenthal); (10) "Substance Use and Abuse: A Risk Factor in Youth Suicide" (Marc A. Schuckit and Judith J. Schuckit); (11) "Methods as a Risk Factor in Youth Suicide" (J. William Worden); (12) "Neurotransmitter Monoamine Metabolites in the Cerebrospinal Fluid as Risk Factors for Suicidal Behavior" (Marie Asberg); (13) "Post Mortem Studies of Suicide" (Michael Stanley); (14) "The Neuroendocrine System and Suicide" (Herbert Y. Meltzer and Martin T. Lowy); (15) "Genetics and Suicidal Behavior" (Alec Roy); and (16) "Summary and Overview of Risk Factors in Suicide" (Frederick K. Goodwin and Gerald L. Brown).

ED 334 503 CG 023 518

Feinleib, Marcia R., Ed.
Report of the Secretary s Task Force on Youth Suicide. Volume 3: Prevention and Interventions in Youth Suicide.
PUB DATE- Jan 89
NOTE- 319p.; For other volumes in this series, see CG 023 516-519.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Adolescents; *Intervention; *Prevention; *Suicide; Young Adults; *Youth Problems

Commissioned papers by a work group on prevention and interventions in youth suicide are presented in this document. Included are: (1) "Primary Prevention: A Consideration of General Principles and Findings for the Prevention of Youth Suicide" (Robert Felner); (2) "A Critical Review of Preventive Intervention Efforts in Suicide, with Particular Reference to Youth Suicide" (David Shaffer and K. Bacon); (3) "Overview of Prevention Efforts in Adolescent Suicide" (Betsy S. Comstock, Jane T. Simmons, and Jack L. Franklin); (4) "Community Response to Adolescent Suicide Clusters" (Betsy S. Comstock, Jane T.

Student Needs
IDENTIFIERS- Canada; *Life Transitions

What is known about freshman students, especially about their lived experience, is fragmentary and unsystematic. This study attempted to construct a comprehensive portrait of the daily experience of freshmen at the University of Guelph in Ontario, Canada. A total of 24 students (20 women, 4 men) participated in the study during a 3-month period. Quantitative data were collected by means of four standardized instruments. Qualitative data consisted of unstructured interviews and daily diaries. With regard to the former, all students were interviewed a total of six times. Topic areas for the interviews included personal identity; expectations; and relationships with parents and siblings, same and opposite sex friends, faculty, and romantic others. The diaries were maintained on a daily basis throughout the first 8 weeks at the university. What was most striking about student accounts of their daily experience was its ecological complexity. All of the students were striving to achieve a workable balance between the social, academic, personal, impersonal, subjective and objective domains. Movement from high school to university involved massive dislocation in students daily lives. Many variables showed marked variation by gender, most of them in the interpersonal domain. Study participants were characterized by their extraordinary variety. The thrust of this research approach in general, and of these data in particular has immense explanatory and descriptive utility. (87 references) (LLL)

ED 334 523 CG 023 540

Bodinger-deUriarte, Cristina; Sancho, Anthony R.
Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; Attitude Change; Behavior Change; *Crime Prevention; Elementary School Students; Elementary Secondary Education; *Ethnic Bias; *Peer Relationship; *Racial Bias; School Role; Secondary School Students; Student Attitudes
IDENTIFIERS- *Hate Crime

Destructive and criminal hate crime takes place more and more often among students in elementary and secondary schools. This sourcebook introduces school district personnel and collaborative agencies to programs and resources that might help curtail hate crime and reduce the bigotry that inspires it. Part 1 of this two-part sourcebook provides information, and Part 2 supplies usable resource materials. First, hate crime is defined to provide a clear set of criteria for determining whether particular behaviors fit this concept. Then, seven characteristics distinguishing hate crime from other crime against persons and property are enumerated, explained, and illustrated with examples. The next section chronicles the urgency and scope of the situation and shows that youth hate crime now outpaces adult hate crime. The children, focusing upon low income children recently immigrated from rural Mexico and placed in bilingual classrooms in a large suburban school district. After their teachers read storybooks repeatedly to them in both languages, the children were asked to read books in both English and Spanish. Readings were audiotaped and transcribed in both languages. One cohort was followed from preschool until November of kindergarten, and another was followed throughout kindergarten. Results indicated that children in both cohorts displayed an increase in emergent reading ability across time. Results also indicated that children produced reading attempts that fit the Sulzby Classification Scheme in both languages. Findings suggest that children discover the interrelationships between oral and written language within their culture during the period from birth to the time when they are conventionally literate. (Four tables of data and excerpts from a transcribed interview are included; 155 references and family demographic data are attached.) (RS)

ED 334 542 CS 010 627

Ammon, Paul; And Others
Effects of Controlled, Primerese Language on the Reading Process. Technical Report No. 45.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Grade 1; Knowledge Level; Miscue Analysis; Primary Education; Readability; *Reading Improvement; *Reading Materials; *Reading Processes; Reading Research; Reading Skills; Word Recognition
IDENTIFIERS- *Text Factors

A study examined the effects of controlled language ("primerese") on children s reading. Four primerese stories from basal readers were rewritten to make the language less controlled and more natural, and the effects of these changes on several aspects of oral reading and comprehension were examined. Sixty first graders were divided into high and low ability groups based on ability to recognize individual words from the stories and were randomly assigned to groups that read either the original or the rewritten versions of the stories. Results indicated that regardless of text version, children with higher word recognition scores read at significantly faster rates and made fewer word miscues than children with lower word recognition, and also that those miscues they did make were more likely to be syntactically appropriate and less likely to be graphically similar to the printed word. In general, the language differences between original and rewritten versions did not significantly affect reading rate, word miscue rate, or proportion of graphically similar miscues. However, the children who read the rewritten versions tended to have significantly higher proportions of word miscues that were syntactically appropriate or that preserved meaning and also made fewer punctuation miscues and gave more correct answers to comprehension questions. These results suggest that primerese language discourages knowledge-based, top-down processing, and encourages more text-based, bottom-up processing instead, and that the disadvantages of primerese become more pronounced as young readers develop in their ability to recognize individual words and to process natural language in a fluent, top-down their reading passage and question-type performances. As part of the qualitative analysis, 18 children participated in retrospective, open-ended interviews that focused on how they determined their vocabulary and reading test answers. The combined findings suggested that the Hispanic students reading test scores seriously underestimated their reading comprehension potential. Their test performance was adversely affected by the range of test topics, the use of paraphrased vocabulary in the test questions and answer choices, their performance on the scriptally implicit questions, and their tendency to utilize a literal interpretation of the text to determine their test answers. The Hispanic children s interview responses about how they determined their answers and their responses to open-ended questions asked orally tended to elicit more information about their test passage comprehension than did their test performance. (Four tables are included; 62 references are attached.) (Author/PRA)

ED 334 564 CS 010 656

Meyer, Linda A.
A Review of Research on Error Detection. Technical Report No. 540.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Cross Sectional Studies; Elementary Secondary Education; *Reading Comprehension; *Reading Processes; *Reading Research; *Reading Skills; *Research Problems
IDENTIFIERS- *Error Detection; Research Suggestions

A review was conducted of the research on error detection studies completed with children, adolescents, and young adults to determine at what age children begin to detect errors in texts. The studies were grouped according to the subjects ages. The focus of the review was on the following aspects of each study: the hypothesis that guided the work, the age of the subjects, the task demands for the subjects, the design of the study, whether subjects were alerted to upcoming problems of one sort or another in the text, outcomes, and special comments. The results suggest that little research on error detection has been conducted with beginning readers. Furthermore, since the research has been almost exclusively cross-sectional, it reveals very little about when children begin to monitor their comprehension and how their error detection ability develops. Discussion centers upon the meager evidence of children s ability to detect errors when in the early stages of reading development, the differences between listening comprehension and error detection development, and the potential impact that alerting children to upcoming problems in the text may create. A future longitudinal study should track variance in student ability, text characteristics, teacher interactions, and home influences from the time children begin reading until they are proficient readers. (Six tables are included; 73 references are attached.) (Author/PRA)

ED 334 565 CS 010 657

Durgunoglu, Aydin Y.; And Others
Cross-Language Transfer of Phonemic Awareness. Technical Report No. 541.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; Classroom Research; Discourse Analysis; *English Instruction; Ethnography; Grade 9; Junior High Schools; *Teacher Student Relationship; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Conversation; *Writing Conferences

As part of a larger study of teacher-student conferences, a study examined naturally occurring one-to-one writing conference conversations between a ninth-grade English teacher (recommended as an excellent writing teacher) and three markedly different students. The study examined students grapplings with the structure as well as the content of their writing, and it examined talk that by usual measures looks teacher-dominated, to ask how in the writing conference different students engage in the process of writing and learning to write. Data included field notes, audio and video tapes of teacher-student conferences and all other class activities, all writing from the three students, and interviews with the three students and the teacher. Results indicated that: (1) the force of participants conference input effectively manipulated talk and the consequences of talk as participants enacted the dramas of composing; (2) all three students differed in the ways in which they encountered their teacher, and this variety reflects how individual composing processes are marked by diverse and changing encounters with others. Findings suggest that it makes little sense either for students or teachers to homogenize instructional talk and that productive talk need not be extended or memorable talk. (Three figures of students essay drafts are included; 40 references and a transcription key are attached.) (RS)

ED 334 585 CS 212 953

Schecter, Sandra R.; Ramirez, Rafael
A Teacher-Research Group in Action. Technical Report No. 50.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; Elementary Secondary Education; Group Dynamics; Higher Education; Inservice Teacher Education; Longitudinal Studies; Professional Development; *Teacher Attitudes
IDENTIFIERS- *Teacher Researchers; Writing Contexts

A 2-year case study of a well-supported teacher-research group examined the kinds of support teachers need if they are to conduct classroom research. The study focused on the effects of becoming researchers on teachers views of classroom practice and of themselves as professionals, the levels of knowledge teacher research can provide, and the ways in which teachers working as researchers represent and structure that knowledge in oral and written texts. The group of teacher-researchers comprised 19 kindergarten through college teachers (most had participated in the National Writing Project) representing a recognize correct answers; (3) require students to apply their knowledge; (4) pose problems requiring use of multiple resources; and (5) present students with tasks that have a realistic focus. (RS)

ED 334 604 CS 213 019

Writing. Special Collection Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 69p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Reading Writing Relationship; Study Skills; Word Processing; *Writing (Composition); Writing Across the Curriculum; Writing Evaluation; *Writing Processes
IDENTIFIERS- Process Approach (Writing)

This ERIC/RCS Special Collection contains five ERIC Digests (brief syntheses of the research on a specific topic in contemporary education and nine FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. This collection focuses on writing, including such aspects as reading-writing relationships, the process of teaching writing, evaluating student writing, writing across the curriculum, writing as a response to literature, computer-assisted writing instruction, and other issues. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (SR)

ED 334 605 CS 506 864

Chesebro, James W.
Pathways to Careers in Communication.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Career Guidance; *Careers; *Communication (Thought Transfer); Education Work Relationship; Futures (of Society); Higher Education; Speech Communication
IDENTIFIERS- Speech Communication Association

his booklet serves the following objectives; (1) it provides an overview of the role of communication in the United States economy and labor force; (2) it characterizes developments in the discipline of communication; (3) it identifies the relationships between employment areas and communication training; (4) it offers trends and projections in employment areas directly related to communication training; and (5) it functions as a "communication careers workbook" or set of make to such an endeavor is to offer information about sociolinguistics. Communication scholars are interested in both the social and the linguistic dimensions of "speech communities," and can describe to students the benefits (access and inclusion) of being an effectively functioning member. To be an effectively functioning member of a speech community, a person needs to know: (1) when to talk or remain silent; (2) whom to talk to, and whether this should be done directly or through another person; (3) what topics may or may not be discussed; (4) whether the communication should be oral and/or written, mediated and/or face to face; (5) which linguistic code (language, dialect, style) is appropriate; and (6) where and when it is appropriate to talk. Communication instructors can plan cross-disciplinary team-taught courses, be guest lecturers in each other s classes, develop new courses, and incorporate new modules into existing programs. Some instructional techniques that should be considered in such efforts include: situational contrasts, case studies, guest speakers, and media materials. (PRA)

ED 334 624 CS 507 527

Gayle, Barbara Mae; And Others
Sex Differences in Conflict Management Strategy Selection: A Meta-Analytic Review.
PUB DATE- May 91
NOTE- 46p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Conflict; Conflict Resolution; Information Theory; Interpersonal Communication; Literature Reviews; Meta Analysis; *Sex Differences
IDENTIFIERS- *Communication Strategies; *Conflict Management Style

A meta-analysis examined sex-related differences in conflict styles to resolve some of the competing claims about the existence, antecedents, and nature of these differences. To explore the effect of biological sex on the selection of conflict management strategies (CMS), existing studies relevant to sex differences in the selection of CMS were aggregated, and meta-analytic and narrative reviews of the experimental literature were conducted. Results indicated that although men were somewhat more competitive and women were somewhat more compromising, the average effect sizes were small. Findings indicated that the sex of the disputants plays a small, but definite role in the selection of competitive and compromising conflict management strategies. No differences were observed in the selection of avoiding, accommodating, and collaborating strategies. (Four tables of data are included; 63 references are attached.) (Author/PRA)

ED 334 625 CS 507 530

Fan, David P.; Norem, Lois
The Media and the Fate of the Medicare Catastrophic Extension Act.
PUB DATE- May 91
NOTE- 43p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Appendices A (5 organizations and 9 components of the USDA) and B (24 print and audiovisual materials). (EJS)

ED 334 646 EA 023 083

Currie, Thomas J.
Interaction Effects of Principal Participation in the West Virginia Principals Academy on School Outcome Measures.
PUB DATE- 89
NOTE- 224p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Administrator Effectiveness; *Assessment Centers (Personnel); Attendance; Dropout Rate; *Effective Schools Research; Elementary Secondary Education; *Management Development; Outcomes of Education; *Principals; *School Effectiveness; Statistical Analysis
IDENTIFIERS- *West Virginia

Despite uncertainty about implementation models, program assessment methods, and application of effective schools research to varied school settings, increasing numbers of schools and school districts have initiated effective schools improvement programs since the early 1970s. Because of the considerable resources committed yearly to management development reform initiatives across the country, studies of interaction effects between such training and school outcome measures are important. The study summarized in this paper exposed experimental group school principals to specific professional development experiences provided at the 1985 West Virginia Principals Academy, then attempted to determine if there was a significant difference between experimental and control group schools experience on: (1) three academic achievement measures; (2) attendance rates; and (3) dropout rates. Several hypotheses were proposed concerning the performance of experimental and control groups on the various outcome measures. A quasi-experimental investigation method and a Non-randomized Control Group Pretest-Posttest design were used. Residualized school outcome data on each of the dependent variables were compared using one-tailed T tests to test the hypotheses. No significant difference was determined between experimental and control group performance on all outcome measures. However, elementary and low socioeconomic status elementary experimental groups demonstrated significantly greater gains than did control groups in total reading and total basic skills. The study involved 25 elementary and 10 secondary schools in the experimental sample, with a similar set of schools in the control group. Numerous appendices contain Principals Academy follow-up surveys and data tables. (157 references) (MLH)

ED 334 647 EA 023 095

Davies, Brent; Ellison, Linda
Changing Financial Provision Leads to a Radical Reform of the English Education System.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decentralization; *Educational Finance; Elementary Secondary Education; *Finance Reform; Foreign Countries;

Interior Space; Physical Environment; School Buildings; *School Restructuring; School Space; Space Utilization; Student School Relationship

School architecture should be redesigned to match the vision for overall school restructuring. After explaining the need for improving educational facilities, this document describes the role of environmental variables in motivating and assessing improved student performance. The relationships between the environment and social attitudes and between the environment and future demographic, safety, and health concerns are mentioned and restructuring is defined as both product and process. Next, the conventional design process, in which the architect is the primary designer, is compared with the collaborative design process that involves educators, administrators, and community members in the building design. The "interactive environment," "learning community," and "activity appropriate environment" are described as constructs that need architectural expression. Three successful collaborative design projects are described: (1) The design of the Saturn School in St. Paul, Minnesota; (2) the physical redesigning of Hammond Public Schools in Indiana; and (3) the Saturn Project in Florida that led to the construction of 49 new schools. Last, questions regarding the process, design, implementation, and evaluation of school construction that fits restructuring visions are addressed. Included are 13 contacts for information on redesigning schools and 3 pictorial examples of school architectural precedents. (20 references) (CLA)

ED 334 667 EA 023 146

Crosby, Margaree S.; Owens, Emma M.
A Reassessment of Principal Attitudes toward Community Involvement in a Southern Unitary School System.
PUB DATE- Sep 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Community Involvement; Elementary Secondary Education; *Principals; *School Community Relationship; School Support

To reassess the attitude of principals toward community involvement in a southern unitary school system, data were collected from a two-part questionnaire completed by a research population of 84 urban-suburban school principals. The two major research questions related to whether or not principals express positive, facilitative attitudes toward community involvement and whether their attitudes are more positive and facilitative than attitudes were almost 15 years ago. Subsidiary comparisons examined differences among the attitudes of elementary and secondary principals, principals with more experience than others, male and female principals, and black and white principals. Major findings were that: (1) the group expressed more positive, facilitative attitudes toward community involvement than were expressed 15 years ago, and (2) there were not significant differences in any of the subsidiary comparisons. Nine tables are used to illustrate results. An appendix contains table 10, a summary of responses to individual statements on the Community Involvement Assessment Form. (4 references) (EJS)

ED 334 668 EA 023 148

(141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Records; *Data Collection; *Dropout Characteristics; *Dropout Rate; *Dropouts; *Records Management; Secondary Education; Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Oregon

Oregon s accounting system to identify early school leavers is described in this document. The system provides a uniform process for identifying students in grades 7-12 who leave school prior to completion of a high school degree or equivalent studies. Included are sample forms and instructions for completion, a description of the state Department of Education s auditing process of the system, and guidelines and appropriate procedures for 20 specific student situations. (LMI)

ED 334 688 EA 023 178

Education First! A Bold Commitment for Oregon s Future.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; *Educational Philosophy; *Educational Principles; Educational Quality; Elementary Secondary Education; *Excellence in Education; Institutional Mission; Public Schools; *State Standards
IDENTIFIERS- *Oregon

The educational goals and principles of the Oregon public school system are presented in this booklet. Described are five belief statements, three goals and component objectives in accordance with national education goals, five superintendent s priorities in conjunction with State Board of Education goals, and indicators or "benchmarks" of goal achievement. The three state goals are: (1) to assure that Oregon s public schooling processes produce citizens who have the essential skills, knowledge, and character to be successful in a global multiculutral society and workforce; (2) to provide strong leadership to secure adequate and dependable funding for the schools; and (3) to encourage local school districts to coordinate and broker the delivery of basic social services so that every child will have an equal opportunity to develop his/her educational abilities. (LMI)

ED 334 689 EA 023 179

Reaching for the Future: K-12 Public Education in Colorado.
PUB DATE- Sep 90
NOTE- 63p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; *Educational Planning; *Educational Trends; Elementary Secondary Education; *State Action; State Norms; State Programs
IDENTIFIERS- *Colorado

A profile of achievements and future challenges facing Colorado s public education system is offered in this document. Section 1 describes challenges of the future, focusing on needs assessment and the changes in the state s demography. The be in understandable language. (MLH)

ED 334 711 EA 023 220

Management Audit of Hawaii s Student Transportation Safety Program. A Report to the Governor and the Legislature of the State of Hawaii, No. 91-6. Submitted by the Auditor, State of Hawaii.
PUB DATE- Jan 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Financial Audits; *Program Evaluation; *Safety; *School Buses; *Standards; State Action; *Student Transportation
IDENTIFIERS- *Hawaii

This reexamination of Hawaii s student transportation service program revealed that student safety is a concern despite improvements over the past 12 years. One problem is continued use of pre-1977 school buses that do not meet federal safety construction standards. Students also travel in unsafe van-like "type-III" school buses and in other vehicles granted statutory or administrative exemption. Hawaii lags behind other states in not requiring stop signal arms for all school buses. The number of Department of Education inspections and drivers has diminished in the past 2 years, and the department lacks an information system for tracking school bus vehicles and drivers. Authority for school bus aides to help special education children has also lapsed. More attention must be given to student training and discipline and the handling of school-related transportation. Private schools are not required to have safety training for students, and public school measures need to be improved. Factors such as school bus routes, stops, and schedules receive little attention. Major recommendations include eliminating pre-1977 buses, phasing out "type-III" buses, and narrowing exemptions for nonstandard school buses. The Department of Transportation should require all school buses to have stop signal arms, intensify enforcement activities, develop a supportive information system, and establish regulatory control over special education school bus aides. Several improvements in training and discipline are also recommended. An appendix contains suggested ameliorative legislation. (MLH)

ED 334 712 EA 023 221

Status Report on Administrative Flexibility Granted to the University of Hawaii and the Department of Education. Report to the Governor and the Legislature of the State of Hawaii, No. 91-8. Submitted by the Auditor, State of Hawaii.
PUB DATE- Feb 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Administrative Organization; Higher Education; *Money Management; *Program Evaluation; *State Departments of Education; *State Legislation

ED 334 733 EC 300 468

Cooper, Carolyn S.; And Others
Guidelines for Making a Video Presentation on Early Development.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Developmental Stages; *Disabilities; Early Childhood Education; Parent Education; Production Techniques; Staff Development; Training; Video Equipment; *Videotape Recordings

This paper discusses the production of videotape recordings illustrating developmental milestones of early childhood to serve as a reference point in working with parents or staff caring for young children who have disabilities. Procedures for making a video presentation include the following steps: select a topic (such as motor development, self-help skill development, play skill development, or early language/communication development); research the developmental area and develop an outline; select and schedule the children for the video; establish a shooting plan; and consider technical aspects such as sound, lights, composition, editing, audio dubbing, graphics, and tape copying. The paper includes two references on video production, a list of four developmental checklists, and a list of nine books on development of children with disabilities. (JDD)

ED 334 734 EC 300 480

Alexander, James; Rolfe, Judy
Guiding the College-Bound Learning Disabled Student: A Directory of Programs and Services at NACAC Member Institutions.
SPONS. AGENCY- National Association of College Admissions Counselors, Alexandria, VA.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Bound Students; *College Preparation; *College Programs; Higher Education; High Schools; *Learning Disabilities; National Surveys; Special Programs; Student Personnel Services

This guide contains information about 1,002 college and university programs/services designed to provide assistance to students with learning disabilities, based on national survey results. The directory divides programs and services into seven delivery categories: learning disabilities programs, compliance programs, basic studies programs, life skills programs, supportive environment, support services, and institutions with no report. For each institution, the following information is provided: size, location, program name, special admission, extra fee, contact person, and telephone number. Appendices include a 4-year planning checklist, a post-high school planning worksheet, assessment forms, a college interview preparation form, a checklist of services/modifications and materials, and a sample of a completed college profile. (JDD)

ED 334 735 EC 300 481

instructional advantages, such as providing instruction to several students simultaneously, including peers in instruction, incorporating cooperative learning, and providing reinforcement through peers. Includes 116 references. (Author/DB)

ED 334 753 EC 300 499

Swartz, Stanley L.; And Others
Training Teachers To Participate in the Regular Education Initiative.
PUB DATE- Feb 91
NOTE- 20p.; Paper presented at the Annual Conference of the Association for Teacher Educators (New Orleans, LA, February 16-20, 1991). Tables may not reproduce clearly due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Disabilities; Education Courses; Elementary Secondary Education; Higher Education; National Surveys; *Preservice Teacher Education; *Regular and Special Education Relationship; Special Education Teachers; State Surveys; Teacher Certification; Teacher Education Programs; *Teacher Qualifications
IDENTIFIERS- *California

Results of a national survey of state certification standards for cross-training of regular and special education teachers (n=51, including the District of Columbia) are analyzed relative to implementation of the Regular Education Initiative, a proposal that stresses increased responsibility by regular teachers in the education of handicapped children and more cooperation between regular and special education generally. Training requirements including both separate courses and content embedded in existing coursework were reported. Specific findings included: 24 states required that special education content be included in the regular education training program but only 15 required a specific course; of these less than half required training in instructional methods for special needs learners and only a few states required teaching experience with handicapped children. An additional survey of 13 California State University System teacher training programs is reported, as California requires special education teachers to hold regular teaching credentials. Recommendations include: all teachers should have training in identifying and developing appropriate educational programs for special needs learners; all teachers should have preservice teaching experience with both handicapped and nonhandicapped learners; and special education teachers should be trained and experienced regular classroom teachers. Includes 12 references. (DB)

ED 334 754 EC 300 500

Stile, Stephen W.; And Others
Post-Preschool Placement of Young Students with Developmental Disabilities Exiting Public Special Education Preschool Programs. Final Report.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.
PUB DATE- Feb 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *At Risk Persons; Case Studies; *Community Programs; Consultation Programs; *Day Care Centers; Delivery Systems; *Disabilities; Foreign Countries; Intervention; *Mainstreaming; Models; Preschool Education; Program Development; Social Integration; Teamwork
IDENTIFIERS- Ontario

The paper describes application of an interactive model to providing services for young children with special needs being mainstreamed in community day care programs. In this model, the resource consultant coordinates service delivery in interactions with: (1) the child and family; (2) early childhood educators; and (3) resource specialists. The model s emphasis is on identifying concerns from the perspectives of all participants, mutual problem solving, and provision of support and training. The consultation process involves screening, referral, a consultation meeting, development of a consultation agreement which identifies goals and roles, development of an assessment plan, provision of feedback, intervention decisions, intervention implementation, and followup evaluation by the consultant. A case study of a 4-year-old child with emotional problems illustrates the model s application. (DB)

ED 334 775 EC 300 521

Goor, Mark; Polhill, Fay
New Help for the Middle School Student with Learning Disabilities.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Consultation Programs; Intermediate Grades; Junior High Schools; *Learning Disabilities; *Mainstreaming; *Middle Schools; Models; Program Development; Program Implementation; *Regular and Special Education Relationship; Special Education Teachers; *Team Teaching

The paper describes a program which replaced the "pull out" approach to providing remedial instruction to learning disabled middle school students with a "pull in" program characterized by participation of special education teachers in regular classes to facilitate learning for these students. The special education teachers help to modify the curriculum, assignments, and tests and also work with individuals and small groups in the context of real classroom assignments. The program has been enthusiastically received and expanded each year since its origin in 1985. A typical day s schedule under this approach is described. Potential barriers (e.g., increased time demands for joint planning and the need to resolve differences between teachers) are identified with suggested solutions. Guidelines for implementation include enlisting the support of key players (e.g., principals or supervisors) and recognizing the variety of options available (complementary instruction, team teaching, or development of supportive learning activities). Some recommended practices for the special educator include refraining from judging the classroom teacher, demonstrating effective teaching techniques, and being available as much as possible in every class being helped. Includes 2 references. (DB) describing how special education program aides are used in Wisconsin schools and examining recent employment trends. An introductory section summarizes current rules and policies on eligibility for approval of aide positions, state funding, and qualifications for licenses. It defines acronyms used throughout the report, and describes factors that drive the need for program aides. Employment trends include an 11% annual increase in the number of aides and a decrease in the number of special education children per aide. The following conclusions and recommendations are offered: (1) most aide positions are established to provide assistance with individual severely handicapped children who are being served in school districts rather than in residential environments; (2) implementation of community-based curriculum approaches has required review of the responsibilities of teachers and teacher aides in non-classroom environments; (3) specialization in assignments of aide positions has implications for more specific training and/or certification requirements; (4) approximately one-quarter of the aide positions are in situations where enrollment exceeds the department maximum enrollment policy; and (5) the administrative code does not, in most instances, authorize special education program aides to deliver services in the regular classroom, and there is increasing support to modify these regulations. Appendixes provide further documentation. (DB)

ED 334 794 EC 300 540

Schopler, Eric
Neurobiological Correlates of Autism.
PUB DATE- 11 Aug 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Biological Influences; *Etiology; Genetics; Injuries; *Intervention; Neurological Impairments; *Neurology; Parent Influence; Perinatal Influences; Teaching Methods; Theories

This paper reviews the evidence for various biological mechanisms in autism and discusses implications of these mechanisms for treatment. A brief introductory discussion examines the history of research on autism. Then the literature is reviewed and treatment implications are drawn for the following biological mechanisms: genetic disorders; biochemical factors; birth injury; and structural abnormalities. The paper concludes that the evidence strongly supports the probability of multiple causation for the autism syndrome. Studies designed across diagnostic categories with a developmental perspective are encouraged. The limited clinical applicability of existing biological information is recognized, and practitioners are encouraged to continue to individualize intervention based on information about a particular child. The correction of the erroneous psychodynamic explanation basing autism on parental pathology is seen as the most important improvement in the treatment of autistic children. The effectiveness of structured instruction and the importance of teaching spontaneous communication are stressed. Includes 12 references. (DB)

ED 334 795 EC 300 541

thematic hierarchy, when used with certain language-specific properties, offer insight into some problems concerning the Mandarin Chinese phrase structure condition (PSC). The PSC is such that the internal structure of XP contains at most one subphrase that is head-initial and lexically branching. Proposed originally as a surface structure filter in Mandarin, the PSC has various conceptual and empirical problems. By rethinking the data covered by the PSC with the help of syntactic and thematic structure theory, the new underlying structures for sentences that violate the PSC make the condition largely irrelevant as a surface filter. Independent reasons are sought for the poor formation of a number of sentences and counterexamples to the original PSC. (Contains 20 references.) (MSE)

ED 334 816 FL 019 142

Forman, Gail Feinstein
Notes from the Underground: ESL with Soviet Jews.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Cultural Context; Cultural Traits; *English (Second Language); Foreign Countries; *Immigrants; *Jews; Refugees; Second Language Instruction; *Student Attitudes; *Teacher Expectations of Students
IDENTIFIERS- California (San Diego); *USSR

Experiences gleaned from teaching English as a Second Language (ESL) to Soviet Jewish refugees in San Diego, California, revealed many Soviet misconceptions about U.S. culture, as well as a keen intellectual curiosity, and an eagerness for knowledge. Classroom occurrences illustrate the characteristics of this group. Student attitudes and statements showed the extent of institutionalized anti-semitism in Soviet society and the degree to which Soviet Jews feel excluded and are subject to open hostility, even since Glasnost. Some students were intimidated by the cultural diversity and relative openness of American society. Individual freedom and the wide range of personal choices available to U.S. residents, in both home life and employment, were surprising and confusing. Some classroom instructional techniques were successful and some were not. In the U.S.S.R., priority is given to written communication in English, and oral language instruction or instruction in English is given less attention. Students were uncomfortable with English-only instruction, all-oral instruction, instruction without immediate correction, acceptance of common usage over "correct" usage, and open-ended language practice in which personal response is elicited. Experimentation revealed that the most useful teaching techniques were group-oriented or cooperative and were highly structured. A typical class schedule and lists of resources are appended. (MSE)

ED 334 817 FL 019 229

Murphy-Judy, Kathryn A.
Video Pedagogy for Internationalizing the Business Curriculum.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English

development of the Language and Trade Program, including the Japanese for International Trade course, has required development of appropriate instructional materials. The course is designed not to teach how to conduct formal negotiations in Japanese but to help students understand the sources of conflict and misunderstanding in American-Japanese negotiations and to develop communicative skills needed for informal contact with Japanese personnel. A Japanese text was developed by the teacher to accompany a commercially produced videotape series in English on entering a product into the Japanese market. The Japanese text (appended to the document) summarizes each scene, notes points of importance, includes vocabulary and sentence examples, and provides content review questions. (MSE)

ED 334 837 FL 019 286

Sakakibara, Yoshitaka
Perceptions of Japanese Corporations toward Internship Training for American Graduate Business Students.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Business Administration Education; Business Communication; Education Work Relationship; *Employer Attitudes; Foreign Countries; Graduate Study; Higher Education; *International Trade; *Internship Programs; Languages for Special Purposes; Masters Programs; Program Development; Questionnaires; Second Language Instruction; Surveys
IDENTIFIERS- Corporations; *Japan; University of South Carolina

The Japanese specialization of the University of South Carolina s (USC) Master of International Business Studies (MIBS) program includes a 6-month internship at a foreign or Japanese company in Japan. While foreign companies in Japan are receptive to the assistance American student interns provide, promoting such internships to Japanese companies has sometimes been difficult. Sponsoring an internship to a foreign student in a non-technical field is alien to many Japanese firms, and companies are unprepared to provide training to foreign interns without solid roots in the organization. The internship structure and assignment of interns varies greatly depending on the company, with Japanese companies providing more general training and assigning less responsibility to interns than foreign companies do. A survey of 18 companies participating in the USC program indicates that all consider the internship experience beneficial and most will sponsor another intern. In general, the companies very favorably rated the students preparation in Japanese language, culture, and business practice as well as their interpersonal skills. Host company experiences with accommodating the American interns were generally good, with most companies feeling they had learned from the experience. Eight companies saw a need for improvement in their accommodation of interns. The MIBS Internship Program in Japan questionnaire is appended. Contains 11 references. (MSE)

ED 334 838 FL 019 287

Viaggio, Sergio

procedures. There are five steps for establishing a student Chamber: (1) orientation; (2) starting a student Chamber; (3) activities for the role model Chamber; (4) structuring the work groups by forming committees; and (5) reports and records. In addition, student Chambers play a part in breaking barriers to employment by exploring careers through job interviews. The Dade County Chamber provides a scholarship to a ninth-grade student in the public school system. (This document includes student chamber pre/posttests, chamber and school organizational charts and forms, scholarship application, program evaluation information, and the Florida Department of Education s "Blueprint for Career Preparation.") (NLA)

ED 334 363 CE 058 371

Model Learner Outcomes for Technology Education/Industrial Technology.
PUB DATE- 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Architectural Drafting; Auto Mechanics; Building Trades; Carpentry; Communications; Curriculum Development; Electronics; Energy; Engineering Drawing; Finishing; *Industry; Intermediate Grades; Machinery Industry; *Outcomes of Education; Power Technology; Production Techniques; Secondary Education; Small Engine Mechanics; *State Standards; Technological Advancement; *Technology; *Trade and Industrial Education; Transportation; Welding
IDENTIFIERS- Graphic Communication; Minnesota; Model Learner Outcomes; *Technology Education

This guide provides model learner outcomes used by communities and schools to improve learning experiences in trade and industrial education. It contains a mission statement for public education in Minnesota and 13 learner goals that must be incorporated into each district s goal statements. The bulk of this document contains model learner outcomes for 15 trade and industrial occupations. Each learner outcome is accompanied by state board learner goals and development/concept emphasis. Learner outcomes for students in grades 6 through 10 are identified in communication, energy and power, production, and transportation. In addition, general and gifted/talented outcomes are outlined. Eleven areas of specialization for grades 11 and 12 are as follows: (1) architectural drafting occupations; (2) automotive technician occupations; (3) carpentry occupations and finishing trades; (4) construction occupations; (5) electronics occupations; (6) graphic communication occupations; (7) machining occupations; (8) mechanical drafting occupations; (9) small engine repair occupations; (10) technology cooperative programs; and (11) welding occupations. General outcomes for all grades 11 and 12 areas are also included. The guide includes a section on transposing outcomes into the curriculum. Three forms for curriculum development and 12 references are included. (NLA)

ED 334 364 CE 058 372

The Minnesota Plan for Industrial Technology Education. A Planning Guide.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English

engine mechanics I and II. The eight units in diesel engine mechanics I are as follows: orientation; shop safety; basic shop tools; fasteners; measurement; engine operating principles; engine components; and basic auxiliary systems. Diesel engine mechanics II consists of seven units: orientation; advanced auxiliary systems; fuel systems; electrical systems; engine performance; hydraulics; and power trains. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 384 CE 058 399

Standardized Curriculum for Electrician.
PUB DATE- Jun 89
NOTE- 55p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Check Lists; Competency Based Education; *Core Curriculum; Electrical Systems; *Electric Circuits; *Electricians; Equipment; Orientation; Safety; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Electrical Wiring; Mississippi

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: electrician I and II. The 11 units in electrician I are as follows: orientation; safety; tools, equipment, materials/supplies; basic principles and theory; DC circuits; AC circuits; blueprints and load calculations; load centers and overcurrent protection; rough-in; residential service; and trim out and troubleshooting. Electrician II consists of seven units: orientation and safety review; special tools and equipment; transformers; wiring design; motors; controllers; and programmable controls. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

ED 334 385 CE 058 400

Standardized Curriculum for Electricity/Electronics.
PUB DATE- Jun 89
NOTE- 32p.; For related documents, see CE 058 387-419.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; *Electricity; Electric Motors; *Electronics; Leadership; Magnets; Occupational Safety and Health; Secondary Education; State Curriculum Guides; *State

with core/essential objectives indicated. (KC)

ED 334 405 CE 058 422

Haldeman, Virginia, Ed.
American Council on Consumer Interests Annual Conference (37th, Cincinnati, Ohio, April 3-6, 1991). The Proceedings.
PUB DATE- Apr 91
NOTE- 364p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Air Transportation; Child Support; *Consumer Economics; *Consumer Education; *Food; Insurance; Literacy; Merchandising; *Money Management; Older Adults; Recycling; *Safety
IDENTIFIERS- Deregulation; *Home Based Employment

These conference proceedings include 88 presentations, workshops, and poster sessions. Topics include child support guidelines, food quality and safety, family resource management expert systems, airline deregulation, home-based employment, consumer education, Europe in the 1990s, low-reading level consumers, children as consumers, promotional strategies, recycling, insurance issues, consumer attitudes, and the Consumer Expenditure Survey microdata. Presentations with a specific education/training focus are as follows: "Effects of Children on the Single Mother s Labor Force Participation" (Xiao, Olson); "Employment Status of Wife and Service Expenditures" (Dardis et al.); "Overview of an Expert Systems Laboratory" (Hanna); "Research Opportunities in Expert Systems Development" (Burns); "Working at Home" (Walker et al.); "Homebased Work and Management Practices" and "Child Care and Homebased Employment" (Heck et al.); "Home Based Work and Family Functioning" (Owen et al.); "Consumer Economic Graduate Study in the United States" (Douthitt); "Undergraduates Doing Research in Courses" (Wang, Dolan); "National Survey on the Status of Consumer Education in U.S. Schools Grades K-12" (Glade); "Benefits of Consumer Education" (Knapp); "Gender Differences in Coping Styles" (Haldeman, Crawford); "Teaching Writing Skills and Critical Thinking in Consumer Education" (Forgue); "Stimulating Learning in Consumer Education by Practical Application of Course Concepts" (Junk); "Techniques for Evaluating Student Progress in Consumer Education" (Pritchard); "The Education of Central France" (Havlicek); "Reaching and Teaching Low Reading Level Consumers" (Lloyd); "Workplace Education for Disadvantaged Learners" (Soifer); "Consumer Talk: Development of a Canadian Low-Literacy Consumer Education Program" (Baron); "Interest in Consuming Interests of Youth: Research, Marketing, Education and Public Policy Perspectives" (Swanson); "Money Management Education...It Works" (Myer, Haldeman); "Educating Consumers to Take Control of Life and Death Health Care Decisions" (Stum); "Financial Management Literacy for American Youth" (Schuchardt et al.); and "Efficiency and Equity in the Delivery of Public Education" (Soberon-Ferrer). (NLA)

ED 334 406 CE 058 423

Resources for Adults with Learning Disabilities. 1991-1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Achievement/Minority Engineering Program)"; and "The Student Transition and Retention Program (STAR)." Eight programs for limited English proficient students include the following: "Advancement of Ethnic Representation and Opportunities (AERO)"; "Bilingual Welding and Automotive"; "Computer Bridge Program for English as a Secondary Language (ESL) Students" (designed to bridge students into mainstream computer courses); "Consumer Resource Center"; "Outreach and Orientation for ESL Students"; "Post-Amnesty Transition Program"; "Refugee Employment Social Services"; and "Vocational Matriculation and Bilingual Career Counseling for Higher Level ESL Students." Nine programs for disabled students are abstracted: "Basic Food Service Training"; "Business PC Specialist and Computer Programing for the Physically Challenged"; "Center for the Vocationally Challenged"; "Disabled Student Services"; "Enabler Program"; "High-Tech Center for the Disabled"; "Learning Assistance Program"; "Program for the Hearing Impaired"; and "Project WorkAbility." The following six programs for displaced homemakers and related populations are listed: "Homemaker s Employment Learning Project (H.E.L.P.)"; "New Horizons"; "On the Move"; "SPACE II (Single Parent Adults Choosing Education)"; "Support Service Program to Retain Single Parents/Homemakers in Vocational Training Programs"; and "Women s Vocational Improvement Program (VIP)." The description of each model includes the following: name of the program; type of resource model and target population; program developers; basic components of the program; any products necessary for implementation; evidence of effectiveness, usefulness, or impact; and information source. Appendixes include college and subject indexes and a glossary. (YLB)

ED 334 425 CE 058 484

Basic Food Service Training. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 33p.; For related documents, see CE 058 483-489.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Demonstration Programs; *Developmental Disabilities; *Food Service; Individualized Education Programs; *Learning Disabilities; *Occupational Home Economics; *Physical Disabilities; Program Descriptions; Program Development; Program Guides; *Program Implementation; Special Needs Students; Two Year Colleges
IDENTIFIERS- Contra Costa College CA

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on a basic food service training program for physically disabled, learning disabled, and developmentally delayed students at Contra Costa College. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III provides materials to facilitate the adoption of the program, including a sample

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 107p.; Produced by the Wisconsin Workplace Partnership Literacy Program with the Wisconsin AFL-CIO and Wisconsin Manufacturers and Commerce. For a related training guide, see CE 058 512.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; *Job Development; *Job Skills; Peer Counseling; Postsecondary Education; *Program Evaluation; School Business Relationship; *Skill Development; Technical Institutes
IDENTIFIERS- *Wisconsin; *Workplace Literacy

The Wisconsin Workplace Partnership Literacy (WPL) Program provided job-specific basic skills education to employees at 11 worksites. A total of 1,441 employees were recruited to participate in on-site competency-based educational activities to upgrade their basic skills sufficiently for job retention or advancement. Participants were encouraged to continue their education. Blackhawk, Gateway, Mid-State, Milwaukee Area, and Waukesha County Technical Colleges were the local partners. The evaluation addressed two major questions: To what extent did the project attain its objectives? and What impact did the project have on participants and employers? The evaluation was conducted by gathering numerical data from the sites and interviewing 21 participants as well as company, union, college, and state agency representatives. Evaluation questions were grouped into two categories: 23 questions related to project objectives; and 6 questions related to participant outcomes. Three recommendations were highlighted: (1) Wisconsin should have a strategic plan for the development of workplace literacy programs; (2) the peer advisor feature should receive additional attention; and (3) program designs should consider after-school programs to raise the female participation rate. (Nine appendices are included: (1) partners interview schedule; (2) participants interview script and schedule; (3) informed consent form; (4) peer advisors interview script and schedule; (5) state partners interview schedule; (6) supervisors interview schedule; (7) third-party evaluator schedule; (8) evaluation questions and data sources; and (9) summary of participant comments.) (NLA)

ED 334 444 CE 058 515

FEU Technology Digest No. 3.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Basic Skills; *Communications Satellites; Continuing Education; Distance Education; Educational Finance; Engineering Education; Foreign Countries; Job Skills; Labor Force; *Numerical Control; Postsecondary Education; *Skill Development; Technical Institutes; *Technological Advancement
IDENTIFIERS- *Engineering Design; England

This digest contains four articles about technology and education in Britain. "The Development of an Additional Skills Training Programme" (Peter Riley) details the organization and progress of a collaborative effort between Blackpool Processing Company

Savage, Ernest, Ed.; Sterry, Leonard, Ed.
A Conceptual Framework for Technology Education.
SPONS. AGENCY- Technical Foundation of America, Glen Ellyn, IL.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Needs; Educational Practices; Education Work Relationship; Futures (of Society); Models; Problem Solving; Research Needs; *Science and Society; Science Education; Science Programs; Secondary Education; Technical Education; *Technological Advancement; *Technological Literacy; *Technology
IDENTIFIERS- *Technology Education

Based on the premise that technology is an integral part of society and culture, this guide provides an overview of technology and the process used to teach about it. It also presents a model for technology education, with implications and characteristics, along with a process model for the development of a technology education course of study. Challenges and recommendations to the profession are also stated. The paper is organized in five sections. The first section, an introduction to technology, discusses definitions and context of technology, the role of the individual in the social-technological environment, and the relationship of technology to other subjects. In section 2, the technological method model is outlined. Parts to be integrated into the model include terminology, resources, tools, materials, energy, time, communications, production, planning, organizing, and controlling. The third section presents a model for technology education, including its mission, goals, problems or opportunities, resources, assessment, and practical implications. Section 4 includes applications of the conceptual model, including how to use it to create a course of study. The final section includes challenges to the curriculum from the model, as well as recommendations and a proposed research agenda for technology education. (26 references) (KC)

ED 334 464 CE 058 566

Waetjen, Walter B.
Technological Problem Solving: A Proposal.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classification; Cognitive Processes; *Experiential Learning; Language Usage; Memory; *Problem Solving; Recall (Psychology); Secondary Education; Teacher Role; *Technical Education; *Technological Advancement; Thinking Skills
IDENTIFIERS- *Technology Education

Examination of newer technology education materials reveals two recurring themes: one relates to curriculum content, familiarizing students with technology, and another to a technique of classroom instruction, i.e., problem solving. A problem-solving framework for technical education has the following components: (1) define the problem; (2) re-form the problem; (3) isolate the solution; (4) implement the plan; (5) restructure the plan; and (6) synthesize the solution. Language

The purpose of this research was to compare two widely used computer-assisted career guidance (CACG) systems, DISCOVER and System of Interactive Guidance and Information (SIGI). The goals were to: (1) assist practitioners in learning more about the benefits of using a CACG system as a component of total program services; (2) assist CACG system developers in revising software and support materials to more fully meet the needs of practitioners and users; and (3) assist researchers in planning further investigations concerning the optimal use of this technology. The first study examined the effects of DISCOVER and SIGI on occupational certainty, vocational identity, career exploration, and decision making style of 109 college students. Students were randomly assigned to either DISCOVER, SIGI, or a control condition that involved unstructured use of materials in a university career center. Analyses failed to reveal significant differences among groups on the dependent measures. The second study used the same population to examine the social influence of DISCOVER and SIGI. User perceptions of expertness, attractiveness, and trustworthiness were compared between users of DISCOVER, SIGI, and a control group of nonusers. Findings showed that DISCOVER and SIGI users had more positive perceptions of the attractiveness of systems than nonusers, indicating one effect of system use. It was also found that users attributed high levels of expertness, attractiveness, and trustworthiness to the computer systems, sometimes exceeding levels attributed to effective counselors. The evaluation instruments and 40 references are attached. (LLL)

ED 334 484 CG 023 499

Peterson, Gary W.; And Others
A Comparison of the Effectiveness of Three Computer-Assisted Career Guidance Systems on College Students Career Decision Making Processes: Technical Report No. 6.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 87
NOTE- 40p.; For related reports, see CG 023 498-501.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; *Career Guidance; Career Information Systems; College Students; *Computer Assisted Instruction; Counseling Effectiveness; Counseling Techniques; Higher Education
IDENTIFIERS- Computer Assisted Career Guidance; *DISCOVER System; *System of Interactive Guidance and Information

The Computer-Assisted Career Guidance (CACG) Evaluation Form was developed to evaluate the effectiveness of CACG systems in performing three vital functions in career decision-making. This instrument was subsequently used to compare the effectiveness of DISCOVER, System of Interactive Guidance and Information (SIGI), and SIGI PLUS using 132 subjects from two cohort groups of students in an introductory psychology course. After finishing their assigned system, subjects completed the Computer-Assisted Career Guidance Evaluation Form, My Vocational Situation, and the Occupational Alternatives Question. Results showed that all three CACG systems were rated positively. However, subjects who expressed a need for career information rated all three CACG systems significantly more effective in developing and evaluating career options than those subjects who perceived no need for information. Further, subjects who were undecided about their career direction found SIGI PLUS significantly more helpful for obtaining self-

Simmons, and Jack L. Franklin); (5) "Prevention/Intervention Programs for Suicidal Adolescents" (Jane T. Simmons, Betsy S. Comstock, and Jack L. Franklin); (6) "Characteristics of Suicide Prevention/Intervention Programs: Analysis of a Survey" (Jack L. Franklin, Betsy S. Comstock; Jane T. Simmons, and Mark Mason); (7) "Psychological Autopsies of Youth Suicide" (Robert E. Litman); (8) "Gay Male and Lesbian Youth Suicide" (Paul Gibson); (9) "Issues for Survivors" (Curtis Mitchell); (10) "Prevention of Adolescent Suicide Among American Indian and Alaska Native Peoples" (James W. Thompson); (11) "Suicide Prevention and Intervention among Asian Youth" (Elena S. Yu, Ching-Fu Chang, William T. Liu. and Marilyn Fernandez); (12) "Black Youth Suicide: Literature Review with a Focus on Prevention" (F.M. Baker); (13) "Hispanic Suicide in the Southwest, 1980-82" (Jack C. Smith, James A. Mercy, Mark L. Rosenberg); (14) "The Role of Volunteer Workers in Suicide Prevention Centers" (Barbara P. Wyatt); (15) "Preventing Suicide by Improving the Competency of Caregivers" (Bryan Tanney); (16) "The Samaritans and the Prevention of Youth Suicide" (Richard G. Katzoff); (17) "Evaluation and Management of Suicidal Risk in Chemically Dependent Adolescents" (John E. Meeks); (18) "Overview of Early Detection and Treatment Strategies for Suicidal Behavior in Young People" (Susan J. Blumenthal and David J. Kupfer); (19) "Specific Treatment Modalities for Adolescent Suicide Attempters" (Paul D. Trautman); (20) "Perspectives of Youth on Preventive Intervention Strategies" (Iris M. Bolton); (21) "Mass Media and Youth Suicide Prevention" (Alan L. Berman); (22) "Intervention Strategies: Environmental Risk Reduction for Youth Suicide" (Pamela C. Cantor); and (23) "School-Based Prevention Programs" (Barry D. Garfinkel). (BHK)

ED 334 504   CG 023 519

Rosenberg, Mark L., Ed.; Baer, Katie, Ed.
Report of the Secretary s Task Force on Youth Suicide. Volume 4:
  Strategies for the Prevention of Youth Suicide.
PUB DATE- Jan 89
NOTE- 209p.; For other volumes in this series, see CG 023 516-518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Adolescents; *Prevention; *Suicide; Young Adults;
  *Youth Problems

Commissioned papers by a work group on strategies for the prevention of youth suicide are presented in this document. Included are: (1) "The Federal Role in Youth Suicide Research and Programs: The Legacy of Recent History" (Margaret Gerteis and Mark L. Rosenberg); (2) "Estimating the Effectiveness of Interventions to Prevent Youth Suicides: A Report to the Secretary s Task Force on Youth Suicide" (David M. Eddy, Robert L. Wolpert, and Mark L. Rosenberg); (3) "Economic Impact of Youth Suicides and Suicide Attempts" (Milton C. Weinstein and Pedro J. Saturno); (4) "Suicide Attempts in Teen-Aged Medical Patients" (Lee N. Robins); (5) "Suicide Ideation and Attempts: The Epidemiologic Catchment Area Study" (Eve K. Moscicki, Patrick W. O Carroll, Donald S. Rae, Alec G. Roy, Ben Z. Locke, and Darrell A. Regier); (6) "Developing a Suicide Screening Instrument for Adolescents and Young Adults" (Robert I. Yufit); (7) "Preventive Interventions in the Health and Health-Related Sectors with Potential Relevance for Youth Suicide" (Barbara Starfield); (8) "The Contribution of Social Services to Preventing Youth Suicide" (Jerry Silverman); (9) "Preventing Youth Suicide through Education" (Edward A. Wynne); (10)

following section discusses and debunks common misperceptions about hate crime. Next, sources of bigotry leading to hate crime are identified. This section focuses on the three causes of hate crime that can best be addressed through school-based strategies to reduce bigotry and eliminate hate crime. This includes a discussion of hate crime inspired by the Persian Gulf War. The final section in Part 1 explains why schools have a central role in resolving hate crime, particularly in view of the number of school-age participants. Part 2 describes hate crime policies, programs, and practices for use by schools and central district offices in curtailing hate crime, including a definitional checklist, school survey, curriculum sources, list of resource organizations, and references (63 items). (LLL)

ED 334 524 CG 023 541

Sherwin, Elisabeth D.; And Others
Negotiating the Reality of Care Giving: Hope, Burnout and Nursing.
PUB DATE- Mar 91
NOTE- 20p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (12th, Washington, DC, March 20-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; Coping; Job Satisfaction; *Nurses; *Nursing; Predictor Variables; Rehabilitation Centers; Stress Variables
IDENTIFIERS- Hope

This study examined the effects of reality negotiation strategies on burnout among nurses (N=45) in chronic-care rehabilitation units. It was predicted that hope would be inversely related to three components of burnout. The factors of hope were described as: (1) "agency," defined as a sense of meaning and goal-directed energy; and (2) perceived pathways to meeting personal and professional goals. Nurse burnout was assessed with the Maslach Burnout Inventory for three components: emotional exhaustion, depersonalization, and personal accomplishment. Nurses numbers of years in the unit were also noted. The findings of this research reaffirmed previous findings regarding the buffering effects of hope as well as its differential effects on coping. Hope was clearly associated with lower burnout scores. However, it was a sense of agency that predicted lower emotional exhaustion while years on the unit and pathways predicted depersonalization. Personal accomplishment was not associated with agency, pathways, or years on the unit. The strong relationship between emotional exhaustion and agency indicated that a greater sense of determination to meet goals affected the degree to which nurses experienced emotional exhaustion. Emotional exhaustion is possibly the key element in burnout, since recent research indicates that this component is the strongest predictor of job dissatisfaction, plans for leaving the job, training for other work, and actual turnover. Years on the unit was the strongest predictor of depersonalization. It is possible that long-term caring and fatigue erode the nurse s ability to care for others. (LLL)

ED 334 525 CG 023 542

Donorfio, Laura M.
Using Drawings To Explore Children s Attitudes toward the Elderly.
SPONS. AGENCY- Connecticut Univ., Storrs.

fashion. (Twelve tables of data are included and 35 references are attached.) (Author/SR)

ED 334 543 CS 010 628

Spivey, Nancy Nelson
Transforming Texts: Constructive Processes in Reading and Writing. Technical Report No. 47.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Reader Text Relationship; *Reading Processes; *Reading Writing Relationship; *Text Structure; Theory Practice Relationship; *Writing Processes
IDENTIFIERS- Composition Theory; *Text Factors

Writers construct meaning when they compose texts, and readers construct meaning when they understand and interpret texts. Building meaning through reading entails organizing, selecting, and connecting. Readers use previously acquired knowledge to operate on textual clues, organizing mental representations that include material they select from the text and connect with material they generate. This constructivist characterization of the reading process extends also to literate acts in which people are writers as well as readers: those acts in which they compose texts by drawing from textual sources. To meet their discourse goals, writers perform textual transformations associated with the operations of organizing, selecting, and connecting as they appropriate source material for uses in different communicative contexts. They dismantle source texts and reconfigure content they select from these sources, and they interweave the source material with content they generate from stored knowledge. Various transformations occur through reading and writing, and writers need to think about tasks in ways that will transform extant texts. (Two figures are included; 106 references are attached.) (Author/RS)

ED 334 544 CS 010 630

Partridge, Susan
Choral Reading Discussed as an Adjunct to Reading Programs: Primary through Adult.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *Choral Speaking; Class Activities; Elementary Secondary Education; English (Second Language); *Reading Instruction
IDENTIFIERS- Reading Uses

Choral reading has a place as an adjunct in a total reading program at all levels of education and can serve to help keep alive the enthusiasm and efficiency for learning which children show at home in the first years of life. Many education scholars have noted its usefulness and suggested activities to develop it. Examples of the successful use of choral reading in elementary and secondary clasrooms, as well as with adults in an English-as-a-Second-Language class, demonstrate its

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Limited English Speaking; Multiple Regression Analysis; *Phonemes; Primary Education; Reading Instruction; *Reading Processes; Reading Research; Spanish Speaking; Special Needs Students
IDENTIFIERS- *Cross Language Transfer; *Phonemic Awareness

A study investigated the factors influencing the English word identification performance of Spanish-speaking beginning readers. Thirty-two Spanish-speaking students (in kindergarten and first grade) from two urban schools who were identified as beginning, nonfluent readers were administered tests of letter naming, Spanish phonemic awareness, Spanish and English word recognition, and Spanish and English oral proficiency. Multiple regression analyses revealed that the readers performance on English word and pseudoword recognition tests was predicted by the levels of both Spanish phonemic awareness and Spanish word recognition, thus indicating cross-language transfer. In contrast, neither English nor Spanish oral proficiency affected word identification performance. Results suggest a specific way in which first language learning and experience can aid children in the beginning stages of reading. (Four tables of data are included; 70 references and an appendix of words in the matching test are attached.) (Author/PRA)

ED 334 566 CS 010 658

Rauch, Sidney J.
Translating Research into Action.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Reading Research; *Research Utilization; *Teacher Attitudes; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Research Integration; *Research Summaries; *Teacher Researcher Relationship

A broad gap exists between research findings on reading and the application of these findings to the classroom. Commonly held beliefs of administrators and teachers that present formidable obstacles to the translation of research findings into action include: (1) many research designs are too complex and difficult to understand; (2) many research findings appear to be only minimally related to classroom practices; (3) most researchers are university personnel who seem to be functioning in a world that bears little resemblance to the classroom; (4) the sharing and discussion of the implications of research appear to be limited to doctoral committees and esoteric journals. Before research can be translated into classroom practice, there must be confidence in the product which is being transferred. The Research and Studies Committee of the New York State Reading Association published articles about some studies that they feel have made significant contributions to knowledge of the reading process. Since the primary purpose of the articles was to translate research into action, major emphasis was placed on the implications of the research. One or broad spectrum with many working in multi-ethnic classrooms and districts. Teaching experience ranged from 2 to 23 years, with the average being 11 years. Data included audio recordings and field notes taken during whole group meetings every 2 weeks and including smaller "response group sessions," all written materials distributed to participants, volunteered pieces from participants journal entries, and audio recordings of formal interviews with participants at various stages in their research processes. The investigation of the workings of teacher-research groups is still too incipient an enterprise to make definitive pronouncements based on the findings of the study. Instead, findings of the study to date suggest that teacher research: (1) is clearly motivated to point to a theory of classroom practice; (2) can exert pressure on classroom practice to be dynamic, generative, and responsive to students needs; and (3) has the potential to figure prominently in the evolution of teaching as a profession. (Eighteen references are attached.) (RS)

ED 334 586 CS 212 955

Cook-Gumperz, Jenny; Gumperz, John
Changing Views of Language in Education and the Implications for Literacy Research: An Interactional Sociological Perspective. Occasional Paper No. 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; *Educational Research; Elementary Secondary Education; Higher Education; *Language Acquisition; Language Standardization; *Learning Processes; *Literacy; Research Methodology; *Sociolinguistics

This article describes how, over the past 25 years, sociolinguistics and education have entered into a methodological and intellectual dialogue that has significantly changed both views of language and theories of how language enters into school learning processes. The first section, "Literacy, Language and the Problem of Differential Learning," defines the relevant issues. The next three sections ("From Linguistic Deficit to Cultural and Linguistic Difference: The 1960s," "The 1970s: Teaching as a Linguistic Process," and "Schooling as a Sociolinguistic Process: The 1980s") discuss theories, methods, and findings, keeping in mind their relevance to literacy. The fifth section, "An Interactional Perspective," describes how this approach to schooling processes focuses on the interplay of linguistic, contextual and social presuppositions which interact to create the conditions for classroom learning. The sixth section, "Theory of Communication as Interpersonal Inferencing," argues that the task of interactional sociolinguists in modern educational settings is to chart the process by which theories of educability are put into daily practice, and to uncover the implicit theory of learning that underlies classroom strategies and that informs the teachers practices and the schools policies. The seventh section is a conclusion which discusses interactional sociolinguistics and literacy research. A section on future research issues concludes the paper. Fifty-four references are attached. (SR) guidelines for students who want to know how courses in communication can help them to achieve career objectives. The sections are as follows: "Information Defines the U.S. Labor Market"; "Structure of the Discipline of Communication; and Careers in Communication," including discussing business, law, medicine, education, government, media, public relations and advertising, arts and entertainment, social and human services, high technology industries, and international relations and negotiations. (SR)

ED 334 606 CS 507 494

Varan, Duane
The Introduction of Broadcast Television in the Cook Islands. A Report on the First Six Months.
PUB DATE- May 91
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Developing Nations; Foreign Countries; Interviews; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Modernization; Nationalism; *Programing (Broadcast); Qualitative Research; Television Research
IDENTIFIERS- *Cook Islands; Research Suggestions; Television News

A preliminary study described the first 6 months after the introduction of broadcast television to the Cook Islands, a self-governing group of 15 Polynesian islands in the South Pacific ocean, on Christmas Day, 1989. Data were gathered from field observations and in-depth face-to-face interviews conducted in the Cook Islands during a 2-month period in the summer of 1990. Interviews were conducted with management and employees of Cook Island Television (CITV), former employees of CITV, the chairman of the Cook Islands Broadcasting Corporation s Board of Directors, government officials, local scholars and statisticians, teachers, video rental outlet owners, and local television and video viewers. Interviews were conducted on the two Cook Islands that comprise about 60% of the Cook Island s total population. Descriptive data discussed technical features, national integration, development goals, the structure of CITV, cultural concerns, programming, news, economic considerations, advertising, impact on other media industries, capital flight, and television in the outer islands. Findings suggest that broadcast television came to the Cook Islands at considerable expense. The case of broadcast television in the Cook Islands provides a rich site for academic media scholars from a wide range of theoretical perspectives. (A figure illustrating a map of the Cook Islands is included; 155 references are attached.) (RS)

ED 334 607 CS 507 504

Porter, W. Marc
The Learner s Enigma and Other Codes of Training and Development Videos.
PUB DATE- May 91
NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Federal Legislation; *Mass Media; Mass Media Effects; *Mass Media Role; Media Research; *Older Adults; *Persuasive Discourse; *Public Opinion; Research Needs; Trend Analysis
IDENTIFIERS- *Catastrophic Health Care; *Medicare; NEXIS; Opinion Polls

A study examined the relationships between the media, public opinion and the Medicare Catastrophic Act of 1988 which was repealed in 1989. Using the NEXIS electronic database, 11 years (1977-89) of news articles, opinion pieces, editorials, and letters to the editor were harvested in random sequence from the Associated Press news wire, the "Los Angeles Times," the "New York Times," and the "Washington Post." Results confirmed earlier studies showing that time trends of opinion--in this case that of senior citizens over 65 years of age--could be forecast from mass media stories. The findings are consistent with the model that legislation occurs in an opinion climate shaped by the media. For catastrophic health, the time needed to craft compromise legislation in response to objections to the original bill was cut short by the impending deadline for payments by the elderly beginning January 1990. Therefore, outright repeal rather than modification was the result. In addition to being a key conduit for passing information and pressures to the public and lawmakers, the media could also serve as a meter for indicating the impact of important messages passed through other channels such as direct mailings. Future research needs to focus on the extent to which the press is also able to convey and gage the major influences in lawmakers. (Twelve figures and 1 table are included; 30 references are attached.) (Author/PRA)

ED 334 626 CS 507 531

Ruben, Brent D.
Stories Patients Tell: The Role of Interpersonal Communication in Patients Narratives on Memorable Health Care Encounters and Experiences.
PUB DATE- May 91
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Communication Research; Content Analysis; Health Services; *Interpersonal Communication; *Medical Care Evaluation; *Patients; *Physician Patient Relationship
IDENTIFIERS- *Communication Satisfaction; *Health Communication

A content analysis examined the narratives of 3,868 patients at 6 health care institutions, who described critical incidents during hospitalization and ambulatory health care. Results indicated that from the patient perspective, assessments of quality have less to do with clinical and administrative quality, than with providers communication competency, and what is termed "relationship" quality. Findings suggest that patients in a variety of health care settings place a high premium on personal treatment, interpersonal communication, and relationships in forming their assessments of a health care institution and its staff. These issues warrent further examination. (Seven tables are included; 26 references are

Participative Decision Making; *Resource Allocation; *School Based Management; School Choice; *School District Autonomy
IDENTIFIERS- Educational Restructuring; *England

This paper discusses the recent implementation in England of school improvement reforms based on school choice and in particular on a system of school-based management whereby total financial control is vested in individual schools. The first section briefly describes the financial structure of the English educational system, followed by an examination of the historical development of site-based management. The central government s progress toward implementing the 1988 Education Reform Act is then outlined. The local management of schools initiative (LMS) introduces five related factors: formula funding, delegated finance, staffing delegation, open enrollment, and performance indicators. Advantages of LMS include the ability to meet local needs, quick response time, and capacity for multiyear planning. Constraints include time, sophisticated management information systems, and training needs. A conclusion is that the educational system has changed from local education agency (LEA) control over input and school autonomy in outputs to a system in which schools control input and resources, and a centrally determined curriculum and performance indicators prescribe the process and output. Thus, the schools will be forced by the market to improve performance, creating a direct relationship between the quality of education and employment. As a market mechanism, LMS strategy provides the best needs assessment and market-determined rewards and sanctions. Three figures are included. (39 references) (LMI)

ED 334 648 EA 023 107

Murphy, Joseph; And Others
Restructuring Schools: Fourteen Elementary and Secondary Teachers Perspectives on Reform. Occasional Paper No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; *Educational Change; Educational Environment; Elementary Secondary Education; Participative Decision Making; School Based Management; *School Restructuring; *Teacher Attitudes; Teacher Morale; *Teacher Response

Few efforts have been made to inject teachers voices into discussions on school restructuring. Qualitative, in-depth interviews were conducted with 14 teachers to ascertain what the "average" teacher thinks about restructuring. The majority of interviewees held positive perceptions about restructuring, but opinions differed on the feasibility of changing schools. Hopes for interdisciplinary curriculums integrated across time and subject matter and for school climates that fostered a sense of unity were widespread. Teachers also expressed desires for more freedom to teach what they think is best and additional support personnel. Almost all teachers felt that more social and academic benefits would be available to students as a result of restructuring. The interview questionnaire is appended. (26 references) (EJS)

ED 334 649 EA 023 108

Belzer, Sharolyn J.
An Exploratory Study of Principals Reports of School Policies and Practices Using a Goal Theory Framework.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; Administrator Role; Educational Objectives; Elementary Education; Mastery Learning; Outcomes of Education; *Principals; School Policy; *Student Educational Objectives; *Teacher Administrator Relationship

To identify school-level policies and practices and to see if they reinforced mastery and performance goals for students, interviews were conducted with five principals in schools participating in a collaborative effort to move selected classrooms toward a focus on mastery and learning. Interviews were designed to help understand how principals goals related to the implementation of school policy, how their approach might differ from that of teachers, and how goals are communicated from the superintendent to principals to teachers to students. Anecdotes are employed to illustrate variation in the goals and practices of the principals and of the superintendent who was also interviewed. Two major themes are explored in the interview analysis: (1) the extent to which the emphasis on mastery and performance goals coexist and conflict across district, school; and (2) classroom levels and the extent to which the superintendent s expectations and articulated policies impact the autonomy of principals, teachers, and the everyday life of students. The results suggest that school and district administrators must work together with teachers to ensure that policies and practices within classroom, district, and school are compatible. (19 references) (EJS)

ED 334 669 EA 023 149

Tindill, A. S.
Moving the Organization.
PUB DATE- Mar 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Foreign Countries; *Management Teams; *Research Design; *Research Problems; Research Projects; Research Proposals; Secondary Education; *Secondary Schools
IDENTIFIERS- *Surrey School District 36 BC

To study the problems of secondary schools in the context of the Surrey School District, British Columbia, it was necessary to answer the question of how to overcome secondary school inertia so as to fundamentally alter the organization or practices within it. The primary obstacle was gaining the district Management Committee s support despite its anger, denial, bargaining, and depression over material about the district found through research. Conditional acceptance of the study was obtained by developing a strategic plan of action for the committee to modify and approve. The plan, entitled "Secondary Study: Strategies for Action, 1990-91," included 10 steps, or provisions, for its review by all concerned bodies beginning second section provides information on educational developments and issues, such as accountability, national goals, educational legislation and state board activities, and state projects. Educational performance is discussed in the third section, specifically student achievement and graduation and dropout rates. Section 4 offers a demographic profile, examining state population characteristics and public and private school enrollment. The fifth section provides a profile of educational personnel, looking at turnover rate, salary level, gender and racial composition, and teacher certification. The state s educational system and programs are described in the last section, focusing on services provided and revenues allocated. A list of boards of cooperative educational services, a map of counties and school districts, and 77 figures are also included. (LMI)

ED 334 690 EA 023 180

Hall, Gene E.
Strategic Sense: The Key to Reflective Leadership in School Principals.
PUB DATE- Oct 87
NOTE- 20p.; Paper presented at the Reflection in Teacher Education Conference (Houston, TX, October 9-11, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Cognitive Processes; *Cognitive Style; Decision Making Skills; Elementary Secondary Education; Evaluative Thinking; Leadership; *Leadership Styles; *Principals; Productive Thinking

The use of reflective leadership among school principals is examined in this paper to develop a framework for the process of reflective decision making, with a focus on administrators "strategic sense." Field notes and interviews with principals and their teachers were used to identify leadership roles and principals perceptions of those roles. Different uses of educational innovations have led to the concept of "change facilitator style," which is composed of three different leadership styles: responders, initiators, and managers. "Strategic sense," a dynamic, ongoing self-examination that connects daily situations to long-term goals, was identified as a characteristic of initiators, the more effective principals. Differences in orientation and perspective were closely linked to antecedent and subsequent actions taken, and different intervention behaviors correlated highly with teachers success in implementing curriculum innovations. A bipolar scale to measure strategic sense for inclusion in a change facilitator questionnaire and a two-dimensional framework of the reflection process based on perspective and orientation were developed. Three figures are included. (33 references) (LMI)

ED 334 691 EA 023 181

Nagy, Philip
An Analysis of School Administration Using Schema Theory.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Conflict Resolution; Content

IDENTIFIERS- *Hawaii; University of Hawaii

In 1986, Act 321 granted the University of Hawaii and the Department of Education the flexibility to manage their fiscal operations. The State Legislature asked the auditor to evaluate this legislation s impact and the progress made on educational assessment at these two agencies. Under the flexibility legislation, the university has provided fiscal services in a more timely manner, monitored its progress, and measured improvements. Legislative effects on the Department of Education could not be ascertained, since that department has done little monitoring. Both departments continue to pay interest fees to vendors only when billed for them--an unfair practice inconsistent with other agencies practices. Progress in assessing educational program success is slow, as systemwide coordination at the university has received little attention and the education department s educational assessment and accountability system elements will not be known until late 1994. Auditors recommend that the Department of Education develop the means to monitor its fiscal activities. Both agencies should conform with state law in paying interest penalties and should continue to work on educational assessment. The Legislature should require a 1994 report from the Department of Education. Both agencies should formulate a plan for evaluating interrelationships between the two programs. (MHL)

ED 334 713   EA 023 354

Striving for Excellence: The National Education Goals.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Disabilities; *Educational Objectives; Elementary Secondary Education; *Graduation; *High School Graduates; Lifelong Learning; Mathematics Education; Postsecondary Education; Prevention; School Readiness; School Security; Science Education; Substance Abuse
IDENTIFIERS- America 2000; ERIC Digests; *National Education Goals 1990

This compilation of ERIC Digests describes issues, highlights exemplary programs and promising practices, and explains research results that can assist educators in achieving the far-reaching national education goals adopted by the President and the governors in 1990. The two lead digests are "An Overview of the Six National Education Goals" and "The National Education Goals: Questions and Answers" (Beverly B. Swanson). The remaining digests are divided into sections that address each goal; each section contains a digest that provides an overview of that goal, followed by additional digests that discuss related issues. Goal 1: Readiness for School is addressed by "Readiness: Children and Schools" (Lilian G. Katz) and "Preparing Children with Disabilities for School" (Dianna Pinkerton). Goal 2: High School Completion is addressed by "Meeting the Goals of School Completion" (Joseph C. Grannis); "School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal" (Craig Howley and Gary Huang); "Promising Strategies for At-Risk Youth" (Alan Baas); and "Middle School Education--The Critical Link in Dropout

Stein, Regina A.
Teacher-Recommended Methods and Materials for Teaching Penmanship and Spelling to the Learning Disabled.
PUB DATE- Jun 90
NOTE- 97p.; Master of Arts in Teaching Thesis, Calvin College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Secondary Education; *Handwriting; Instructional Materials; *Learning Disabilities; Remedial Instruction; Resource Room Programs; Special Classes; Special Education Teachers; *Spelling Instruction; Teacher Attitudes; *Teaching Methods; Writing Instruction
IDENTIFIERS- Michigan

A questionnaire sent to 274 Michigan special education teachers in resource rooms and self-contained classrooms were dsigned to identify the treatment methods and materials used by these teachers to teach penmanship and spelling to learning-disabled students. A review of the literature examines the theoretical background of written expression, practices being used to teach penmanship and spelling, problems of the learning disabled, and remediation methods and materials used with the learning disabled. (Of the survey recipients, 92 sent useable replies for a response rate of 34%). Results indicated that teacher-preferred methods for penmanship were tracing, use of the D Nealian manuscript and cursive styles, and air writing. The preferred materials included ditto sheets for writing, finger grip pencils, changeable plastic grips for pencils, color coded paper, and colored chalk. Teacher-preferred methods for spelling instruction were language experience and individual spelling, peer tutoring, and visual-auditory-kinesthetic-tactile techniques. Teacher-preferred materials included workbooks, spelling lists, and computer games. Appendices describe the D Nealian pencil grip, outline the reading and spelling patterns of children with learning disabilities, and provide a copy of the survey form. (76 references) (JDD)

ED 334 736 EC 300 482

Shoultz, Bonnie, Ed.
Annotated Bibliography on Community Integration. Revised.
PUB DATE- Nov 90
NOTE- 254p.; Frequent faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Advocacy; Behavior Problems; Community Planning; Delivery Systems; *Developmental Disabilities; *Disabilities; Elementary Secondary Education; Employment; Females; Interpersonal Relationship; Leisure Time; Mainstreaming; *Normalization (Handicapped); Recreational Activities; Self Determination; *Social Integration; Special Health Problems

This abstract bibliography lists approxiately 365 selected resources (published from 1972 through 1990) for promoting the participation of people with developmental and other disabilities in all aspects of community life. The bibliography concentrates more heavily on books, monographs, and unpublished and publicly available documents than on journal articles. It promotes a "support" rather than a "program" paradigm. The six sections of the bibliography deal with the following topics: (1) perspectives on community integration; (2) administrative issues (planning and coordination, funding, and promoting quality); (3) planning with individuals; (4) services and

DESCRIPTORS- Decision Making; *Developmental Disabilities; Longitudinal Studies; *Mainstreaming; Preschool Education; Primary Education; *Special Classes; Student Placement; Trend Analysis
IDENTIFIERS- New Mexico

This study investigated initial placements, current placements, and stability of placements for 1,646 graduates of special education preschool programs for 3- and 4-year-olds with developmental disabilities from 61 New Mexico school districts. Subjects graduated in four waves from 1986-87 through 1989-90. Major findings were that 10 percent of the graduates were initially placed in regular education, 40 percent in regular education with support, and 43 percent in self-contained classrooms. Current placements indicated slight shifts to 15 percent in regular education, 33 percent in regular education with support, and 53 percent in self-contained classrooms. Overall, the stability rate was 90 percent. Six recommendations are made, including: (1) increase the number of placements in regular education or regular education with support; (2) increase the number of mainstreamed or integrated preschool settings; (3) place students in regular education with support in cases of doubt; (4) "red-flag" files of children placed in special education for "1 more year"; (5) initiate a "tracking system" across New Mexico districts; and (6) pursue funding needed to continue the preschool longitudinal study. Includes nine references. (Author/DB)

ED 334 755 EC 300 501

Billingsley, Felix F.; Haring, Norris G.
Generalized InService Training (GIST) Project. Final Report, Year 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Classroom Techniques; Cooperative Learning; Demonstration Programs; Elementary Secondary Education; Generalization; Inservice Teacher Education; Interdisciplinary Approach; Models; *Program Development; *Severe Disabilities; Supervisors; *Teaching Methods
IDENTIFIERS- *Generalized InService Training Project

This final report describes activities of the 3-year Generalized InService Training (GIST) Project to develop and field test an inservice training model for educators serving children with moderate, severe, and profound handicaps. Critical elements of the approach are identified, including: (1) training of educators and supervisors to work together to implement new strategies; (2) activities designed specifically to promote participants adoption and application of training topics in actual instructional programs; and (3) the use of each educator s own classroom or facilities as the inservice practicum site. Field testing with a total of 61 persons was conducted at a pilot site and two replication sites. The content employed to test the inservice model was promoting skill generalization. A series of trainer s kits were developed which provide training designs and associated materials. Most of the document consists of the following attachments: the GIST manual; the CLP (Collaborative Learning Process) Participant Guide; exit interview data; a paper on the collaborative learning process by Barbara Matlock and others; and the GIST Product Catalog.

ED 334 776 EC 300 522

Pawl, Jeree, Ed.
Management of the Growth of Programs for Infants and Toddlers and Their Families .
PUB DATE- Apr 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Abuse; Child Neglect; Delivery Systems; Demonstration Programs; *Disabilities; *Early Intervention; Family Programs; Foreign Countries; Infants; Interdisciplinary Approach; Parent Role; Preschool Education; Prevention; Program Development; State Programs; Young Children
IDENTIFIERS- Hawaii; United Kingdom

This newsletter issue is about the growth of programs that serve infants, toddlers, and their families, and the management of that growth. The articles address early intervention programs with infants and young children with disabilities. The first article, "Implementing a Multi-site, Multidisciplinary Clinical Trial: The Infant Health and Development Program" (by Ruth T. Gross and Christine Hayes), describes a program combining early child development and family support services with pediatric follow-up for reducing the developmental and health problems of low birthweight, premature infants. The second article, "Empowering Parents--the Evolution, Evaluation and Expansion of a Program", by Walter Barker, describes the rationale, problems, and success of the Child Development Program covering 30 health authorities in England, Northern Ireland, Wales, and the Irish Republic. "Healthy Growth for Hawaii s Healthy Start : Toward a Systematic Statewide Approach to the Prevention of Child Abuse and Neglect" by Gail Breakey and Betsy Pratt. It describes the critical elements of the Healthy Start program and examines the processes of collaboration and advocacy that have fostered program expansion. The fourth article is "Replicating Demonstration Projects: A Beginner s Guide" (by Marilyn M. Segal and Luba Lynch) which identifies critical features of a replicable model, describes the replication process, and notes the role of the process evaluation. The last article "Managing Growth at Child Care Solutions" by Ruth Anne Foote describes principles of growth which have helped one program cope with current demands and meet new demands. (DB)

ED 334 777 EC 300 523

Reichle, Joe, Ed.; DePaepe, Paris, Ed.
Challenging Behavior.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Case Studies; *Community Programs; Developmental Disabilities; Drug Therapy; Inservice Education; Intervention; Quality of Life; Severe Disabilities; Social Integration; Therapy; Volunteers

The articles in this feature or theme issue describe successful approaches to positive, community-based management of severe challenging behavior. Programs include: a train-the-trainer strategy for inservice training used across the country; the

Ayers, Samuel J.
Gifted and Talented Program Evaluation: Practices, Problems, and Recommendations.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Gifted; Models; *Program Evaluation; Research Utilization; State Surveys; *Talent
IDENTIFIERS- *Texas

This study attempted to identify efforts to evaluate programs for gifted and talented students in 122 Texas school districts and to compare these practices with those recommended in the literature and with Texas Education Association guidelines. Areas examined included informal and formal assessment of student and teacher identification practices, the grouping component of program organization, the curriculum, staff development, parental and community involvement, and evaluation procedures. Analysis of surveys returned by program directors (N=76) found that in most school districts, program components were assessed both informally and formally; that most programs were assessed on an annual basis; that most used an evaluation committee; that most used a variety of documentation measures; that program evaluation reports were usually distributed to superintendents, principals, and gifted and talented teachers; and that most programs used locally developed evaluation models rather than models described in the literature. It was concluded that first, a variety of assessment approaches is being used and second, program directors are not significantly utilizing the literature in developing local evaluation practices. Includes 25 references. (Author/DB)

ED 334 796 EC 300 542

Shaughnessy, Michael F.; Fickling, Kris L.
Testing for Giftedness: The Pros, Cons and Concerns.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Decision Making; Elementary Secondary Education; *Eligibility; *Gifted; Intelligence Tests; *Labeling (of Persons); Parent Attitudes; Parent Student Relationship; Student Placement; *Talent Identification; Test Interpretation

A school psychologist and parent looks at issues related to testing for "giftedness," including labeling and placement (or non-placement) in special programs. Factors to consider in deciding whether to have a child tested are considered, with examples given of students whose individual situations and personalities either do not qualify them for the "gifted" label but who go on to high achievement or who do not achieve in the gifted program despite the "gifted" label. Important points about interpreting intelligence quotient scores are noted, as are considerations in telling the child the results of the testing. Includes 6 references. (DB)

ED 334 797 EC 300 543

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Business Administration Education; *Business Communication; Classroom Techniques; French; German; Higher Education; *Languages for Special Purposes; Second Language Instruction; Spanish; Videodisks; *Videotape Recordings

A presentation on maximizing the use of video in the business language classroom looks at why video pedagogy can be effective and outlines a variety of classroom viewing strategies aimed at different learner levels and instructional objectives. These strategies involve using the visual only or focusing on certain aspects of the sound track, and include pre-viewing, viewing, and post-viewing activities. A series of teacher questions and class activities for pre-, during-, and post-viewing are listed for use with a specific videotape. Relevant portions of the text are appended. A University of Iowa source for a wide range of videos for French, Spanish, and German is described, and a number of additional sources for instructional materials, including videodisks and satellite programming, are listed, with addresses. A brief list of references is also provided. (MSE)

ED 334 818 FL 019 233

Andersen, Linda; Lange, Irene
International Business Degree with a Concentration in a Foreign Language: A Case Study at California State University, Fullerton.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; Case Studies; *Degree Requirements; Economics; French; German; Graduate Surveys; Higher Education; *Interdisciplinary Approach; International Trade; Japanese; *Languages for Special Purposes; *Majors (Students); Portuguese; Program Descriptions; School Surveys; Second Language Instruction; *Second Language Learning; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *California State University Fullerton

A California State University (Fullerton) program brings together faculty in business administration, economics, and foreign languages in an interdisciplinary effort to internationalize the business curriculum. The program has attracted a rapidly enlarging student following, with Spanish the largest language concentration and Japanese the fastest growing. Demand for all international business courses has increased. The number of graduates has increased from one in 1984 to 75 in 1989, with a total of 174 graduates. Finding appropriate internships for the unexpectedly large number of students has been difficult, but other curriculum options are available to meet the requirement. According to a recent survey of program participants, international placements with local firms constitute 40% of the assignments. Over half the survey respondents gained entry-level employment in some aspect of international operations. Program strengths include its uniqueness, highly motivated

Contesting Peter Newmark.
PUB DATE- 91
NOTE- 60p.; For a related document, see FL 019 288.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Educational Strategies; Intellectual Disciplines; *Linguistic Theory; Teaching Methods; Textbook Evaluation; *Textbooks; *Theories; *Translation
IDENTIFIERS- *Newmark (Peter)

A discussion of the theoretical and practical work of Peter Newmark on translation asserts that despite his claims to the contrary, Newmark does have a single, coherent theory of translation, that it is a wrong and didactically dangerous one, and that he nonetheless has made a substantive and welcome contribution to the development of translation as a discipline. His translations and his thinking, it is argued, are better than his theory. The analysis is based on a review of a series of Newmark s articles on translation, most contained in one collection, and a textbook. Each writing is examined in some detail, and conclusions are illustrated with examples from translations from Spanish and Russian. Contains more than 130 references. (MSE)

ED 334 839 FL 019 288

Viaggio, Sergio
Semantic and Communicative Translation: Two Approaches, One Method.
PUB DATE- 91
NOTE- 15p.; For a related document, see FL 019 287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Educational Strategies; Language Processing; Semantics; Teaching Methods; Theories; *Translation
IDENTIFIERS- *Newmark (Peter)

In a sequel to a review of the translation theory of Peter Newmark, it is argued that there is a single best method of translating regardless of whether the translator takes a semantic, communicative, or other approach. Methods of translating and approaches to extracting the sense of the text are clearly distinguished. Newmark is criticized for refusing to distinguish linguistic meaning from extra-linguistic sense, which leads him to advocate literal, even word-for-word, translation and sometimes to become entangled in words. Two dissimilar texts, one demanding a communicative approach (a public notice) and one for which a semantic approach would be best (a poem), are used to illustrate the point. For each text, the purpose, formal features, sense, and sense as semantically structured are examined, and translations into Spanish are analyzed. Contains 10 references. (MSE)

ED 334 840 FL 019 291

Viaggio, Sergio
A Few Ad Libs on Communicative and Semantic Translation, Translators, Interpreters, Their Teachers and Their Schools.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communications; Curriculum Development; Elementary Secondary Education; Energy; Experiential Learning; *Industry; Manufacturing; Power Technology; Production Techniques; Teaching Guides; *Technology; *Trade and Industrial Education; Transportation
IDENTIFIERS- Minnesota; *Technology Education

The Minnesota plan for industrial technology education provides educators with a coordinated plan for kindergarten through grade 12. Part 1 explains the mission and goals of industrial technology education. It describes the philosophical basis for including the subject matter in school curriculum, the levels of learning, and the reasons supporting them. It also defines a structure of curriculum that responds to educational legislation. Program levels have different program emphases: (1) elementary students develop an awareness of technology; (2) junior high students explore industrial technology; and (3) senior high students become oriented and prepare for a life in a technological society. In part 2, a planning guide enables teachers and administrators to: (1) identify curriculum development procedures strategies; (2) identify teaching strategies; and (3) locate resources and educational aids to supplement curriculum materials. The guide provides a foundation for ideas, suggestions, alternatives, and recommendations. Programs are outlined at all educational levels in communication, energy and power, production, and transportation. (NLA)

Standards; Student Evaluation
IDENTIFIERS- Alternating Current; Direct Current; Mississippi

Standardized vocational education course titles and core contents are provided for two courses in Mississippi: electricity/electronics I and II. The first course contains the following units: (1) orientation, safety, and leadership; (2) basic principles of electricity/electronics; (3) direct current (DC) theory; (4) magnetism and DC motors; (5) alternating current (AC) theory; and (6) soldering. The second course contains the following units: (1) orientation, safety review, leadership; (2) solid state; (3) digital electronics; and (4) residential wiring. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adults; Clearinghouses; Community Health Services; Daily Living Skills; Educational Opportunities; *Educational Resources; Higher Education; Job Training; *Learning Disabilities; Remedial Instruction; Student Financial Aid; Vocational Rehabilitation

This document begins with a checklist of 13 behaviors that people with learning disabilities may exhibit. It includes a guide for assessing the problem and a list of 27 publications, 15 national organizations, 5 national clearinghouses, 6 sources of basic/remedial education, sources of education and training opportunities and financial aid, 13 life management programs, and employment options. Publications include a description of the contents, publication date, address and phone number of vendor, and cost. Related publications and a list of toll-free numbers are included. (NLA)

ED 334 407 CE 058 425

Brusic, Sharon A.; And Others
An Overview of Mission 21. A Program Designed To Assist Teachers in Integrating Technology into Their Present Curriculum through a Problem-Solving Approach. Grades 1 through 6.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Feb 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creativity; *Curriculum Development; Elementary Education; *Elementary School Curriculum; Integrated Curriculum; *Problem Solving; *Technological Advancement; Technological Literacy
IDENTIFIERS- *Mission 21 VA; *Technology Education

This booklet presents an overview of Mission 21, a project that promotes technological literacy in the elementary school classroom. Funded since 1985, Mission 21 has enabled graduate research associates and Virginia teachers to write and field test a technology education program for children in grades 1 through 6. Over 30 elementary teachers in 11 school systems have participated in field testing materials that integrate technology concepts into their present curriculum. Guide activities emphasize creativity using a problem-solving approach to learning. Activities for each grade level are as follows: (1) grades 1 and 2--transportation, explore, design, and space; (2) grades 3 and 4--machines, discovery, community, and connections; and (3) grades 5 and 6--communication, space colonization, invention, and energy/matter. Problem-solving models for grades 3-4 and 5-6 are included. The use of design briefs by students to examine a situation and act upon the problem is explained. Folios to document progress in the problem-solving process are described. Folios can be formatted in journal, chronology, or display formats. A list of regional program officers is included in the document. (NLA) application, evaluations, and an individualized training plan. (YLB)

ED 334 426   CE 058 485

Career Beginnings. Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 43p.; For related documents, see CE 058 483-489. Magazine photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Counseling; Career Education; *Career Guidance; Community Colleges; Demonstration Programs; Economically Disadvantaged; High Schools; High School Students; Job Placement; *Mentors; *Minority Groups; Program Descriptions; Program Guides; *Program Implementation; School Business Relationship; School Community Relationship; Special Needs Students; Student Employment; Transitional Programs; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *Career Beginnings Program

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP provides information on Career Beginnings, an exemplary program for disadvantaged students, originally developed at Brandeis University s Center for Corporate and Education Initiatives and now instituted at Rancho Santiago College, in Santa Ana, California, among other national sites. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III is a "Practitioner s Guide" to the Career Beginnings program. The guide focuses on studies and evaluations of the program since its inception. Three studies are thoroughly outlined and explained: an Experimental Impact Study; a Process Study to evaluate program implementation; and a Survey of the Mentoring Aspect of the overall program. This section covers all aspects of effectiveness, impact, and usefulness of the program. A copy of the Career Beginnings National Student Magazine is also included. The magazine focuses on individual students and their feelings about the program and gives an update on new developments at program sites across the nation. (YLB)

and Flyde College s Additional Skills training program, a solution to achieving the flexible work force necessary in the 1990s. "Funding CNC Machine Tool Purchases in FE Colleges: Summary and Recommendations of an Evaluation Report" (Albert Clyde, Arthur Hambly) presents findings and recommendations on a funding scheme for computer numerical control in further education colleges. It notes that the result far outweighed the amount of funding involved--departments achieved a new utility to local industry. "Satellite Communications for Further Education" (Jim Stevenson) describes the importance and appropriateness of distance education in a country the size of Britain. "Attaining Competence in Engineering Design" (Colin Ledsome) deals with design education s background and the impact that it will have on changing technologies. (NLA)

ED 334 445 CE 058 516

Gunning, Angela; Clift, Roland
Continuing Education in New Materials. FEU PICKUP.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adhesives; Adults; Business Administration; *Ceramics; Course Selection (Students); Curriculum Development; *Engineering; Environment; Foreign Countries; Metal Working; *Polymers; Postsecondary Education; *Professional Continuing Education; Technical Institutes; Technological Advancement
IDENTIFIERS- England; *Materials Technology

A British project: (1) identified national needs for continuing education and training (CET) in new materials; (2) assessed the priorities among the needs and developed course outlines; and (3) established a CET needs review system for training in new materials. The new materials fall into four categories: (1) polymers; (2) composites; (3) advanced ceramics; and (4) metal alloys. A questionnaire was completed by 85 percent of a representative cross-section of British industry regarding their participation in continuing education. Visits were then conducted with 56 respondents. The subjects requested instruction in 12 course subject areas: ceramics; new materials; management of technology; composites; business methods; environment; design; metals/alloys; adhesives; surfaces; languages; and computer modeling. Information on courses and conferences was obtained from several comprehensive directories. The survey shows that 165 courses were available over the 2-year period from 36 universities and professional institutions. (Twenty-three references, 10 tables, and an appendix listing discussion topics for site visits are included. Table 10 provides an outline of short courses. Course name, interested industry, description and application, level, and outline content of course are provided for 41 courses.) (NLA) plays a significant role in the problem-solving process. Purposeful activity is a central component of problem solving. Teachers play an active part while students are solving problems. There are four kinds of questions teachers employ in helping students to solve problems: (1) memory and recall; (2) grouping or categorizing; (3) transformational; and (4) cognitive leap. Using this process, students solve a problem, develop cognitive and language skills, and become familiar with the technological process, instead of making a "project." By emphasizing an understanding of the process, learners can apply concepts. Teachers should be provided with technological problem-solving knowledge, skills, and activities. (32 references) (NLA)

ED 334 465 CE 058 601

Imel, Susan
Adult Classroom Environment: The Role of the Instructor. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Educators; *Adult Learning; Affiliation Need; *Classroom Environment; Instructional Improvement; Success; Task Analysis; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Adult Classroom Environment Scale

Research by Darkenwald and by James and Day supports the contention that instructor behavior is a critical factor in shaping the kind of classroom environment desired by adult learners. Darkenwald developed the Actual and Ideal Adult Classroom Environmental Scale (ACES), which measures seven dimensions: involvement, affiliation, teacher support, task orientation, personal goal attainment, organization and clarity, and student influence. Discrepancies between instructor and student responses for the Actual ACES suggest that teachers are unaware of the social environment students actually experience. Research conducted by James and Day identified six categories of instructor behavior that contribute to making an adult learning environment less than optimal: attitude, attitude/behavior, behavior, behavior/task, environment, and task. They used McClusky s theory that margin is the relationship between the demands made upon an individual and resources used to cope with demands. Instructors can create optimal conditions for learning in the adult classroom by being aware of their role in creating the climate, changing their behavior or attitude, understanding learner concerns beyond the classroom, and involving adult students in establishing the climate. (NLA) knowledge and occupational knowledge, and more rewarding and enjoyable. The results suggest that perceived effectiveness of CACG systems may be related to the state of client career decidedness and their need for career information. The evaluation instruments and 44 references are included. (Author/LLL)

ED 334 485 CG 023 500

Metzger, Elaine I.; And Others
Computer-Assisted Career Guidance and the Adult Learner--Two Case Studies: Technical Report No. 8.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 88
NOTE- 22p.; For related reports, see CG 023 498-501.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; *Career Counseling; *Career Guidance; Career Information Systems; Career Planning; College Students; *Computer Assisted Instruction; Counseling Effectiveness; Counseling Techniques; *Delivery Systems; Expectation; Higher Education; Information Services
IDENTIFIERS- Computer Assisted Career Guidance; *DISCOVER for Adult Learners; *System of Interactive Guidance and Info Plus

This study explored how past experiences, current career development, and expectations for assistance impact the service delivery of computer-assisted career guidance systems. The subjects (N=4) were selected from adults who had sought services from a university-based career center and who were voluntarily participating in a research project designed to collect data on this population. The subjects were chosen on the basis of the following factors: sex, age, head-of-household, anticipation of career change, interest in exploring career options, willingness to use a computer-assisted career guidance system as one component of career counseling services, willingness to meet for a minimum of four sessions with a career counselor, and willingness to complete a contract for service provision. Subjects used either DISCOVER for Adult Learners or System of Interactive Guidance and Information (SIGI) PLUS. Open-ended interviews were conducted prior to, during, and after each subject s computer experience. It was found that the adult subjects differed in terms of the complexity and time frame for their career decision making in comparison to typical adolescents and young adults who received services from university-based career centers. The subjects had expectations that they would receive professional assistance that would help in: (1) structuring the career decision making process; (2) clarifying self-knowledge; and (3) gaining access to career information resources. The extent to which this expectation was met varied with each subject. Thirty-nine references are included. (Author/LLL)

"Intervention in the Media and Entertainment Sectors To Prevent Suicide" (Alan L. Berman); and (11) "Interventions through Business and Philanthropy To Prevent Youth Suicide" (Wendy Everett Watson and Bobbie Wunsch). (BHK)

ED 334 505 CG 023 520

Gluck, Michael E.; And Others
The Use of Preventive Services by the Elderly. Paper 2.
PUB DATE- Jan 89
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Government Role; Health Education; *Health Services; *Older Adults; Prevention; Public Policy; Use Studies
IDENTIFIERS- *Medicare

This study examined the implications of potential Medicare coverage for the use of preventive services by analyzing current use and and the determinants of that use by the elderly. Trends in available data suggested that the use of preventive services varies widely according to the type of service and that the rates of use of specific services show a high level of consistency across studies, despite methodological differences. Data also indicated that if an elderly person receives any preventive services, he or she is likely to receive multiple services. An analysis of data for the over 65 population in the 1982 National Health Interview Survey found that the probability that an elderly person used each of five selected preventive services (glaucoma screening, eye examinations, blood pressure measurement, breast examinations, and Pap smears) was consistently related to: (1) being male (for the three services available for men and women); (2) being younger; (3) having more education; (4) having greater family income; (5) having health insurance in addition to Medicare; (6) living in a metropolitan area; and (7) having spent more days in bed during the previous year. The implications of this study suggest that reducing patients out-of-pocket expenses for preventive services through Medicare would probably increase the percentage of elderly receiving preventive care; Medicare coverage of preventive services may indirectly increase the use of preventive services; and expansion of Medicare to cover preventive procedures will represent an immediate boost in the program s financial obligations. (LLL)

PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Northeastern Gerontological Society Conference (11th, Albany, NY, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Childhood Attitudes; Elementary Education; Elementary School Students; *Freehand Drawing; Grade 3; Grade 5; Grade 7; *Older Adults; Student Attitudes

During the last three decades there has been a growing interest among social scientists in studying the attitudes of young people toward the elderly and the aging process. This study explored children s attitudes toward the elderly and aging using interviews and drawings. Third, fifth, and seventh grade students (N=162) were asked to "draw a young person" and to "draw an old person" in addition to completing three subtests of The Children s Attitudes Toward the Elderly Scale. Results suggest that children in all grade levels display both positive as well as negative attitudes toward the aged and aging process. Fifty percent or more of each grade level reported old people to be helpful, friendly, wonderful, and good, whereas young people were reported to be just healthy. Overall, 60-70% of each grade level gave a negative response when asked how they feel about getting old. Girls felt more positively than boys. Seventy percent of the children drew a "young person" as the same gender as themselves and an "old person" as the opposite gender as themselves. The body size drawn in inches of an "old person" was significantly smaller than that drawn of the "young person." This study does provide a basis for further research and for the generation of hypotheses concerning children s attitudes toward the aged and the aging process as reflected in their personal drawings. (ABL)

advantages as an adjunct to reading programs. Choral reading is enjoyable: it encourages the shy, it promotes alertness, it stimulates thinking, imagination, and creativity, it teaches, it can be used with a wide age range, and it can lead to students writing of their own selections. (A list of 12 implications of choral reading for educators is attached.) (RS)

ED 334 545 CS 010 631

Hautecoeur, Jean Paul
Program-Based Research in Literacy = La recherche-action en alphabetisation.
PUB DATE- Feb 91
NOTE- 56p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Foreign Countries; *Literacy; Literacy Education; Program Descriptions; Program Development; *Program Improvement; *Research Methodology; *Theory Practice Relationship
IDENTIFIERS- Canada; *Teacher Researchers

This bilingual exploration of program-based research discusses research in the everyday life of literacy programs and is also an account of one practitioner s personal experience. The first part explains the concept of program-based research. The second part reports on the relative lack of research in this area and gives a brief analysis of the circumstances that explain this state of underdevelopment. The third part investigates the conditions favorable to the everyday life of literacy programs. The fourth part presents four examples of program-based research in Canada. The conclusion points out the main limits of program-based research, but also reiterates the importance of its linkage with literacy programs. The complete text is given in both English and French. Fourteen bibliographical notes are included. (SR) two paragraphs about the procedure of each study and a summary of the major findings were also included. Summaries of two key studies illustrate the format and substance of these articles. In addition to the efforts of the Research and Studies Committee, researchers, administrators, and teachers can begin to bridge the gap between research and practice by: (1) sharing ideas; (2) developing a process for sharing; (3) using clear language; (4) involving the principal in the process; and (5) including discussion of research in graduate reading courses. (PRA)

ED 334 567 CS 010 660

Meyer, Sarah Janane
Improving Reading Skills and Motivating First Grade Children through the Use of the Newspaper.
PUB DATE- Jul 90
NOTE- 52p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Grade 1; *Newspapers; Practicum Papers; Primary Education; Reading Improvement; Reading Instruction; *Reading Materials; *Reading Programs; Reading Research; *Reading Skills; *Reading Strategies; *Student Motivation; Thinking Skills

A practicum was developed which implemented an alternative to using a standard reading textbook, by using the newspaper as a learning tool to supplement the existing reading program over a 12-week period in a first grade class. The program centered around a collection of techniques and strategies used to motivate and increase young children s reading skills. The goal was to increase the frequency of independent reading (and thus motivation), to increase vocabulary development, and to increase the critical thinking skills of first-grade students. Students engaged in daily structured newspaper activities over a 12-week period. At the conclusion of the program the frequency of independent reading, vocabulary, motivation, and thinking skills was significantly increased. Evaluation devices such as tests, surveys, logs, and journals showed positive results and significant gains. (Three tables of data are included; 5 appendixes--containing a reading survey of students, lists of students pre- and post-implementation reading levels, a newspaper survey of students, and tallies of target group responses over a 12-week period--and 18 references are attached.) (Author/PRA)

ED 334 587 CS 212 956

Hayes, John R.
Peeking Out from under the Blinders: Some Factors We Shouldn t Forget in Studying Writing. Occasional Paper No. 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Research Design; *Research Methodology; Research Problems; *Writing Processes; *Writing Research
IDENTIFIERS- Research Suggestions; Text Factors

Researchers and educators sometimes need to be reminded of the broad range of factors which have a crucial impact on how writers write. This paper offers a personal checklist of six factors which have been shown to be important, yet which are easy to forget in in heat of research because of the tendency to become immersed in a particular agenda and to circumscribe too narrowly what is judged to be interesting. The six factors are: (1) task definition; (2) perceptual skills; (3) spatial aspects of text; (4) the physical environment; (5) cultural context; and (6) social context. A detailed review of each factor is given, in the course of which some salient points are made, among them that experienced writers and inexperienced writers approach revision differently, that writers must be able to perceive problems to fix or avoid them, and that the human environment has enormous impact on writing. (Six figures are included and 25 references are attached.) (SR)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; Communication Research; *Labor Force Development; *Organizational Climate; *Organizational Communication; *Professional Training; *Semiotics; *Videotape Recordings
IDENTIFIERS- Barthes (Roland); Organizational Culture; *Training Materials

This study examines the depictions of organizational life appearing in popular training films. The study argues that little cultural attention has been paid to Human Resource Development (HRD), which has become a multi-billion dollar industry shaping employees behaviors, knowledge and values. In addition, this study extends the interpretive approach to organizational communication, thus making the study of organizational life a legitimate interest for organizational culture researchers. The study relied on semiotic theory to analyze the codes of 14 HRD videos selected from a training film event at the American Society for Training and Development s national conference. Theoretical attention is given to Roland Barthes semiology. The following codes are found to shape the production of meaning in training videos: codes of dramatic and presentational narratives, codes of learning and modeling, codes of neutrality, codes of familiarity, codes of sophistication and entertainment, and codes of opposition. (Ninety-four references are attached.) (Author/PRA)

attached.) (PRA)

ED 334 627 CS 507 600

Stewart, Charles J.
Teaching Interviewing for Career Preparation. Second, Revised, Enlarged Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Communication Skills; *Employment Interviews; Higher Education; High Schools; Interpersonal Communication; Job Applicants; Questioning Techniques; Teaching Methods
IDENTIFIERS- Communication Behavior; Communication Context; *Communication Strategies

This book is intended to aid high school and college instructors in designing and teaching units or courses in the fundamentals of both informational and employment interviewing. The communication skills considered in the book will aid students in understanding and handling important interviewing situations that they will encounter in every job throughout their lives. The skills developed in the book are equally important for a journalist, poll taker, or any fact finder bent on amassing information through the interview process. Sections of the first part of the book are: Interviewing Defined; Interviewing and Other Forms of Communication; Fundamentals of Interviewing; Informational Interviewing; and Employment Interviewing. The second part of the book presents three sets of practical exercises: (1) Becoming Aware of Your Involvement in Interviews; (2) Learning the Principles of Interviewing; and Practicing Interviewing Skills. A list of 76 resources for further reading are attached. (RS)

Murphy, Joseph
The Effects of the Educational Reform Movement on Departments of Educational Leadership. Occasional Paper No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; College School Cooperation; Curriculum; *Educational Change; Educational Innovation; Elementary Secondary Education; Higher Education; Instructional Leadership; *Leadership Training; Management Development; *School Restructuring; Student Recruitment; Supervisory Training
IDENTIFIERS- University Council for Educational Administration

Revisions occurring in preparation programs for educational leaders have come about in response to pressures from the larger reform agenda bearing on administrators, calls for improvement in educational leadership, and demands for change in administrator preparation programs. To review the types of revisions being made in these programs, questionnaires completed by 74 of 108 randomly selected chairpersons in departments of educational leadership were analyzed. In general, department chairpersons felt that pressures from the reform movement exerted moderate influence over the way they prepared administrators. Slight to moderate alterations were occurring in student recruitment and selection, course content and clinical experiences, teaching and monitoring student progress, university-school relations, and departmental structure and alterations. The moderate intensity and mixed focus of program revisions may be attributed to the absence of a motive for change. Results from comparing program revisions in University Council for Educational Administration (UCEA) member institutions and non-UCEA institutions are presented in an appendix. Two tables of results are given. (47 references) (EJS)

with the Management Committee and including the secondary school administrators, the president of the Survey Teachers Association, and the District Principals. The last two steps call for the creation of a Secondary Education Task Force charged with examining the implications and recommendations contained within the study. To date, 7 of the 10 steps have been completed and while it is too early to claim success, it appears that the numerous problems encountered during the feedback process are being dealt with quite effectively. (EJS)

ED 334 670 EA 023 150

Alley, Reene A.
Model for Integrating Knowledge through Practice: University Training Program for Principals.
PUB DATE- Oct 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Responsibility; Administrator Role; Adult Learning; *Educational Administration; Educational Trends; Elementary Secondary Education; Grouping (Instructional Purposes); Higher Education; Learning Activities; *Management Development; Management Teams; Participative Decision Making; Policy Formation; *Principals; Program Descriptions; Student Needs; Theory Practice Relationship
IDENTIFIERS- *University of Akron OH

Given the discrepancies between the format of graduate programs in educational administration and the actual demands of the administrative work setting, instructors should refocus instruction to bridge the gap between administrative theory and practice. This document describes one instructor s use of an interactive experiential learning activity designed for students in educational administration classes at the University of Akron in Ohio. Development of the activity is described in terms of focusing questions; rationale; assumptions that directed the activity s structure; relevant research; questions regarding the instructor s responsibility; and questions related to student decisions and outcomes. The process of helping students develop group skills during the activity is described, and student learning objectives are listed. Next, the criteria each group used to assess the effectiveness of its "school" in meeting the future needs of its learners are listed. Student groups focused on meeting selected future needs of their schools while deciding upon the organization, structure, program, and operation of the schools. Last, the nature, purpose, and student documentation of the role playing component of the groups experience are described. (44 references) (CLA)

Analysis; *Decision Making; Discourse Modes; Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership Styles; *Principals; *Problem Solving; *Supervisory Methods
IDENTIFIERS- *Ontario

The use of a schema analysis, or hierarchical classification system, to identify problem-solving approaches among principals with different levels of experience is examined in this paper. Forty-one students in Ontario--10 undergraduate teacher preparation students, 8 teachers with principal qualifications, and 23 principals grouped according to 3 levels of job experience--participated in a fact-finding exercise, thinking-aloud session, and discussion of a case study. Findings demonstrate the existence of interpretable differences between inexperienced and experienced principals. Higher scorers recognized the link between the case study and school climate issues. Both high and low scorers shared several features: a reflection of experience; reliance on outside resource people; search for further data; and awareness of the importance of promoting staff self-esteem. Conclusions are that the schema analysis is useful for the systematic dissection of complex cases and is applicable to broader problem-solving areas and studies with larger sample sizes. Appendices contain the case study, analytic schema, and four tables. (6 references) (LMI)

ED 334 692 EA 023 182

Moorhead, Roslyn
The Relevance of Factual Context in Attacking Ill-Structured Problems in School Administration.
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Decision Making; Decision Making Skills; Elementary Secondary Education; Evaluative Thinking; Foreign Countries; *Leadership Styles; *Principals; *Problem Solving
IDENTIFIERS- Ontario

A fact-finding exercise used in a study of principals problem-solving behaviors is analyzed in this paper. Forty-two subjects with varying degrees of administrative experience participated in fact-finding and thinking-aloud exercises prior to responding to a case study. Problem definition, a key component of the problem-solving process, was a focus of the fact-finding exercise. Findings indicate that information learned during the fact-finding exercise was utilized by less than half of the participants, least often by the least and most experienced groups. A conclusion is that, despite factual context, experience in dealing with similar problems was the most significant factor in the type of problem-solving approach used. The appendix provides background information on the case study. Seven tables and four figures are included. (10 references) (LMI)

Prevention" (Amy Stuart Wells). Goal 3: Student Achievement and Citizenship is addressed by "Student Achievement in Core Subjects of the School Curriculum" (John J. Patrick); "Encouraging Writing Achievement Across the Curriculum" (Sharon Sorenson); "Achievement of Knowledge by High School Students in Core Subjects of the Social Studies" (John J. Patrick); "Fostering Academic Creativity in Gifted Students" (E. Paul Torrance and Kathy Goff); "The Academic Achievement of Limited English Proficient Students" (Vickie W. Lewelling); and "Assessing Civics Education" (Lawrence M. Rudner). Goal 4: Science and Mathematics is addressed by "Meeting National Goals for 2000 and Beyond in Science Education" (Robert E. Yager and Patricia E. Blosser); "Meeting National Goals for 2000 and Beyond in Mathematics Education" (James Hassell and Joan Armistead); "Computer Uses in Secondary Science Education" (Ronald H. Morse); "Selected Procedures for Improving the Science Curriculum" (Patricia E. Blosser and Stanley L. Helgeson); "Students at Risk in Mathematics: Implications for Elementary Schools" (Margaret Kasten and Robert W. Howe); and "Curriculum and Evaluation Standards for Mathematics Education" (Marilyn N. Suydam). Goal 5: Adult Literacy and Lifelong Learning is addressed by "School to Work Transition: Its Role in Achieving Universal Literacy" (Susan Imel); "The Community College Role in Achieving Adult Literacy" (Dana Nicole Williams and Anita Y. Colby); "The Role of Libraries in Literacy Education" (Linda Schamber); "Adult Literacy Programs in Rural Areas" (Susan Ferrell); and "Recruiting and Retaining Language Minority Students in Adult Literacy Programs" (Shirley Brod). Goal 6: Safe, Disciplined, and Drug-Free Schools is addressed by "Are School-Based Drug Prevention Programs Working?" (Caroline E. Mohai); "Alcohol and Drug Use among Adolescents" (Laurie LaChance); "Dr

ED 334 714 EA 023 361

Swanson, Beverly B.
An Overview of the Six National Education Goals. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.; In: Striving for Excellence: The National Education Goals, p1-2, Oct 1991; see EA 023 354.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; *Educational Improvement; *Educational Objectives; Educational Philosophy; *Educational Quality; Elementary Secondary Education; *Excellence in Education; National Norms; Outcomes of Education
IDENTIFIERS- America 2000; ERIC Digests; *National Education Goals 1990

Practices for administrators to consider in order to achieve the nation s six educational goals are highlighted in this digest. Goals to be reached by the year 2000 have been established in six areas: (1) readiness to learn; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. Practices that require the sustained effort of all sectors of society are listed for each educational goal. (20 references) (LMI) supports for integration (community living for children, community living for adults, education in the regular classroom, integrated employment, recreation and leisure opportunities, supporting people with challenging behaviors and supporting people with complex physical and health needs; (5) resources other than services and supports (self-determination, advocacy, families, acceptance and relationships, and community care); and (6) women with disabilities (general issues, education, employment, and rehabilitation, health, motherhood, and reproductive rights, sexuality and sexual abuse). The bibliography concludes with information on how to order the resources listed and provides indexes by author, title, and subject. (JDD)

ED 334 737 EC 300 483

Cato, Carol; And Others
Enhancing the Rehabilitation of Persons with Long-Term Mental Illness. Proceedings of the Institute on Rehabilitation Issues (15th, Tampa, Florida, December 1988). Report from the Study Group.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 157p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Chronic Illness; Community Programs; *Delivery Systems; *Mental Disorders; *Mental Health Programs; Models; Psychiatric Services; Rehabilitation; Rehabilitation Programs; Systems Approach; *Vocational Rehabilitation

This report from a study group on long-term mental illness (LTMI) examines three components of the vocational rehabilitation process (the client, the counselor, and the programs) and the systems through which the three components interact. The first chapter discusses the history and evolution of the vocational rehabilitation (VR) and mental health delivery systems. Other chapters focus on defining the population of individuals with severe LTMI, role of the VR counselor, service models or organizational approaches to facilitate successful rehabilitation, community resources available, unresolved interagency problems surrounding the delivery of rehabilitation services, and the process of interagency collaboration. Appendices contain a sample interdepartment cooperative agreement between a mental health agency and a vocational rehabilitation agency; definitions of severity classifications; a functional assessment chart; a resource assessment chart; a vocational rehabilitation plan; information on training for service providers; and descriptions of 49 organizational resources that provide information, advocacy, funding, research, and other services in the field of long-term mental illness. (Includes 55 references.) (JDD)

(DB)

ED 334 756 EC 300 502

Dempsey, Denise P., Comp.
Dyslexia.
PUB DATE- Jan 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; Definitions; *Dyslexia; Information Sources; Teaching Methods

The bibliography on dyslexia has approximately 110 listings representing a variety of resources published from 1972 to 1990. A definition of dyslexia is also provided. Materials available in the reference collection of the Library of Congress Science Reading Room are identified. Publications and other resources are grouped according to the following categories: introductions; Library of Congress subject headings; basic texts; guides for parents and teachers; additional titles; related titles; bibliographies, directories, and handbooks; biographical material; conference proceedings; abstracting and indexing services; journals; representative journal articles; selected technical reports; materials available in the Library of Congress pamphlet boxes; and organizational sources of information. (DB)

use of student volunteers as community integration facilitators; a school-based intervention project for 3-8 year olds with challenging behavior; and a framework for clinical treatment combining functional assessment with psychotropic drugs. The issue also addresses considerations and research findings related to quality of life and community integration and includes the stories of four individuals whose severe behaviors were remediated in community settings. Major articles include: "Ken: Building a Better Life" (Mary Piggott); "Removing the Barriers" (Joe Reichle); "Joining the Community" (Laura Piche et al.); "Quality of Life for People with Challenging Behavior Living in Community Settings" (Sheryl Larson); "Community Integration Programming as a Preventive Approach to Challenging Behavior" (Brian Abery and Becky Lundeen); "At Home in the Community"; "Inservice Training Project: Support for Community Living" (Richard W. Albin); "Learning to Work: Jack s Story" (Gerry Nord); "Breaking the Cycle of Challenging Behaviors: Early Treatment Key to Success" (David Wacker et al.); "Psychotropic Drugs and Developmental Disabilities: From Form to Function" (Timothy D. Hackenberg and Travis Thompson); and "Summary of the National Working Conference on Positive Approaches to the Management of Challenging Behavior". (DB)

Special Education--Services Program, External/Internal Review: Enrichment/Gifted Education Program. Internal Review--October 1990. External Review--January 1991.

PUB DATE- Jan 91

NOTE- 100p.; Color coding noted in contents page does not apply to the photo copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Consultation Programs; Elementary Secondary Education; *Enrichment Activities; Financial Support; Foreign Countries; Formative Evaluation; *Gifted; Program Development; *Program Evaluation; *Special Education; Special Programs; Summative Evaluation; Teacher Role

IDENTIFIERS- *Nanaimo School District 68 BC

This detailed report presents findings of both an internal review and an external review of the Enrichment/Gifted (E/G) Program in Nanaimo, British Columbia (Canada). The internal review examined the program s philosophy, district level programming, school-based programming (K-12) in general, elementary school-based programming, secondary programming, constraints and strengths of the district program, staff attitudes, administrative officer opinions, and a report of the Gifted Children s Association. Specific recommendations are presented. It is concluded that the E/G program has made significant progress and is well supported by the staff and community though the program is still young. Appendices include the questionnaires used, a summary of the review process, and a diagram of services. The external review s findings concern: the district as a whole; teacher consultants; schools; elementary level (staffing, identification, programming, school/parent/community support, and constraints): and secondary level (teacher preparation, identification, programming, funding and resources, and constraints). Among nine recommendations are that catalyst teachers be provided release time, that ongoing inservice training be provided to improve the awareness of giftedness by secondary teachers, and that titles given to teacher-consultants be reconsidered. (DB)

students, good internship placement, international faculty, counseling services, seminars, and scholarships offered. Weaknesses include too large a number of participants under the present structure, lack of a core faculty with adequate qualifications, low supply of internships, some curriculum problems, inadequate support materials, and need for a database. The program brochure, enrollment and employment data, internship data, and respondent comments are appended. (MSE)

ED 334 819 FL 019 234

Tamilia, Robert D.

English Language Business Issues in a French-Speaking Environment: The Case of Quebec.

PUB DATE- Apr 90

NOTE- 20p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Court Litigation; *English; Foreign Countries; Freedom of Speech; French; International Relations; *Language Planning; *Language Role; *Regional Characteristics; Second Language Instruction; State Legislation

IDENTIFIERS- Canada; *Charter of the French Language (Quebec); *Quebec

This report demonstrates the extent to which Quebec s laws, especially the Charter of the French Language, meant to protect and promote the French language, are actually hurting the present and future use of the English language in that province. It is shown that, through court decisions, individual users of English, a minority, are being denied their civil liberty of freedom of expression in order to protect the collective welfare of the French majority in this portion of Canada. Numerous examples are cited in which the use of English is prohibited, and in some cases one English word or expression can be considered illegal. Intolerance for English is illustrated in laws whose clear intent is to reduce its visibility and presence in the province, in the extreme efforts taken to enforce those laws, and in francophones public condemnation of English-speakers use of their native language. Perceived consequences of restricting English, accepted throughout the world as the language of business, for the benefit of this regional minority include increased bilingualism among allophones and anglophones, increased unilingualism among francophones, and potential withdrawal from the Canadian-U.S. alliance. (MSE)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Interpreters; *Language Processing; Professional Training; Semantics; *Translation

The communicative approach to translation seeks to bring a text to a new audience, to be assimilated in its new environment. The semantic approach views the text as a cultural artifact, borrowed from its original environment, to be displayed or studied. Translations are usually semantic, not communicative, because few translators are truly qualified language specialists who not only know the language, have a grasp of the subject, and are cultivated, but also are aware of all these options and are skilled in mediated verbal communication. The translator should be able to provide semantic, communicative, or literal translation and to know when to do so. Most translators and interpreters never started out with the intention of becoming translators or interpreters, but have arrived in that profession because of language skills. The profession is now becoming a discipline, but language instruction is still very poor, little professional training in translating or interpreting is available, theory is inadequate, and there is no common curriculum for the professional training that exists. However, only the theoretical knowledge of the laws of verbal communication will distinguish the practitioner from the true language specialist, and the profession must set its own standards and then meet them. Contains 49 references. (MSE)

ED 334 841 FL 019 292

Conference on Research in Language and Education: An Agenda for the Future (Lake Arrowhead, California, January 28-31, 1989). Task and Project Summaries.
PUB DATE- 31 Jan 89
NOTE- 198p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Classroom Environment; Classroom Techniques; Cooperative Learning; *Educational Research; Elementary Secondary Education; FLES; Higher Education; Immersion Programs; Inservice Teacher Education; Instructional Effectiveness; Intensive Language Courses; Language Maintenance; *Language Research; Language Skills; Language Teachers; Limited English Speaking; Metalinguistics; Preservice Teacher Education; Reading Instruction; *Research Needs; Research Projects; *Second Language Instruction; Second Language Learning; Second Language Programs; Spanish; *Teacher Education

Seven research tasks and related projects undertaken by the Center for Language Education and Research (CLEAR) are described in a series of summary reports. For each specific task, an introductory section outlines the background, relevant research, and scope of the task. Subsequent sections contain reports of studies done as part of the task, each written by the project director. The seven tasks (beginning with task 2) include: (1) uncovering new knowledge about improving the academic learning skills of language minority students in the areas of reading, writing, and reasoning skills and as development of those skills relates to the classroom environment; (2) professional development, both preservice and language skills, and language processing in second language learning; (3) the improvement of content of materials, curricula, and programs; (4) the linguistics and metalinguistic underpinnings of academic learning; (5) the scope, structure, and effectiveness of second language instructional programs; (6) second language attrition following immersion and intensive instruction; and (7) relationships between existing models of second language instruction and instruction for language minority students. (MSE)

ED 334 842 FL 019 294

McKeon, Denise; Malarz, Lynn
School Based Management: What Bilingual and ESL Program Directors Should Know. Program Information Guide Series No. 5.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Bilingual Education; Change Strategies; Curriculum Development; *Educational Change; Elementary Secondary Education; *English (Second Language); *Organizational Change; Parent Role; Program

ED 334 860 FL 019 313

Morello, Joseph G.
The Marketing of the Business Language Program.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; College Freshmen; *College Second Language Programs; French; Higher Education; *Interdisciplinary Approach; *Languages for Special Purposes; *Marketing; Nonmajors; Program Descriptions; *Student Recruitment
IDENTIFIERS- *University of Rhode Island

The University of Rhode Island, through the cooperation of its College of Business Administration and Department of Languages, has undertaken efforts to market its business language program. The target group consists of the incoming freshman class, all of whom must have completed 2 years of high school language study and do some college work in a foreign language or culture to satisfy general education degree requirements. Active recruitment to the business language program first targeted the freshman class of 1988-89. All students accepted in the business school were mailed a letter stating the case for the internationally trained business student, offering an experimental business French section, and requesting information about student interest. Many more students than expected expressed interest, with about two-thirds actually registering for the course. Half of those students have continued into a sixth-semester French course for business students corresponding to a composition and conversation course. Surprisingly and in contrast to previous experience, many say they would have continued in language study even without the business language courses. Offerings have been expanded to include German and Italian. Anecdotal and empirical evidence indicate that this simple recruiting approach is effective. (MSE)

ED 334 861 FL 019 314

Dresser, Cynthia H.
Successful and Practical Intercultural Communication Techniques.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Class Activities; Classroom Techniques; *Communication Skills; *Communicative Competence (Languages); *English (Second Language); Graduate Study; Higher Education; *Intercultural Communication; *Interpersonal Communication; Leadership; *Military Training; Second Language Instruction; Self Esteem; Skill Development; Social Networks; Speech Skills

Techniques for teaching students to use a variety of language and communication skills to improve participation and success in cross-cultural situations are outlined. The approach evolved in

ED 334 881 HE 024 674

Fidler, Dorothy S., Ed.
Perspectives on the Freshman Year. The Freshman Year Experience. Monograph Series No. 2.
PUB DATE- 91
NOTE- 62p.; For other titles in this series, see HE 024 673-677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Freshmen; College Preparation; Demography; *Educational Change; Educational Planning; *Educational Quality; Higher Education; Minority Groups; *Social Change; Speeches; Student Characteristics; Student College Relationship; Theories; Trend Analysis; *Undergraduate Study

Following an introduction by John N. Gardner, this monograph presents the text of six keynote addresses, all concerning different issues relative to the freshman year of college, that were delivered at various Freshman Year Experience Conferences during 1988 and 1989. Some of the topics covered concern: freshman development; giving the freshman experience more impact and meaning; the changing demographics of incoming freshman and what the demographic trends look like for the future; and the first year experience and its connection to society and culture. In "Educating Today s Freshmen" Arthur E. Levine offers five suggestions on developing programs in times of uncertainty. M. Lee Upcraft, in "Evolving Theoretical Perspectives on Freshmen," reviews the history of student development theory and presents some challenges to this theory. The third paper, "Today s Freshman: A Puzzle and a Challenge," by Alexander W. Astin, summarizes findings of 23 years of surveying incoming freshmen and offers suggestions for giving the freshman year more impact and meaning. "Changing Demographics--Preparing Freshman Students for the 21st Century," by Reginald Wilson, notes demographic trends leading to seven challenges facing higher education. In "Discovering, Remembering, Learning: When Our Separate Journeys Converge," L. Lee Knefelkamp recounts personal educational experiences and challenges educators to help students connect to meaningful educational experience. The final paper is "International Perspective on The First-Year Experience," by Peter Scott. It addresses the changing context of first-year studies, discusses related academic and non-academic issues, and indicates how these connect to a broader view of higher education. (GLR)

ED 334 882 HE 024 675

Shanley, Mark, Comp.; Hearns, Roland, Comp.
The Freshman Year Experience in American Higher Education: An Annotated Bibliography. Suggested Readings and Resources for Higher Education Faculty and Administrators Involved in Promoting Student Success during the Freshman Year and Beyond. The Freshman Year Experience. Monograph Series No. 3.
PUB DATE- 91
NOTE- 24p.; For other titles in this series, see HE 024 673-677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Freshmen; Course Evaluation; Higher Education; Program Evaluation; School Activities; *School Orientation; Student Attitudes; Student Characteristics; *Student College Relationship; *Student Needs; Textbooks;

ED 334 901 HE 024 729

Smith, Harold A.
The Socio-Economic Importance of Links between Campuses, Communities, and International Students and Alumni: Perceptions of Collegiate and Community Leaders.
PUB DATE- 10 Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 10, 1989). For a related document, see ED 313 933.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alumni; College Students; Community Attitudes; *Community Benefits; Community Leaders; Costs; Foreign Nationals; *Foreign Students; Higher Education; International Educational Exchange; Literature Reviews; Motivation; School Attitudes; *Socioeconomic Influences

This paper examines the views of economic and higher education leaders concerning the potential socio-economic importance to Americans of establishing continuing links between communities, colleges, and universities, and international students and alumni. A literature review is presented that examines: (1) the past relationship and importance of international students for colleges, universities, and their communities; (2) the motives and goals for international students and alumni in maintaining contact with their host institutions after graduation; and (3) the potential costs and benefits to the United States and its institutions of higher education that are inherent in admitting international students. Lists are presented of the potential benefits of having international students in American educational institutions for the institutions themselves, for the business community, and for the wider community. Contains a 56-item bibliography. (GLR)

ED 334 902 HE 024 731

Scheetz, L. Patrick
Recruiting Trends 1990-91: A Study of 549 Businesses, Industries, Government Agencies, and Educational Institutions Employing New College Graduates. 20th Anniversary Abridged Edition.
PUB DATE- 8 Dec 90
NOTE- 113p.; For the earlier report, see ED 327 081.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business; College Graduates; *Employer Attitudes; *Employment Patterns; Higher Education; Labor Market; *Occupational Surveys; Personnel Selection; Public Agencies; Questionnaires; Recruitment; Salaries; Schools; *Student Employment; Surveys

This report, which contains and expands on a summary version published earlier in the same year, provides the responses to questionnaires designed to determine the expectations of employers hiring new college graduates for the 1990-91 college labor market. A total of 5,556 employers were invited to participate. They represented: (1) members of the College Placement Council or a regional placement association; (2) employers registered with Career Development and Placement Services at Michigan State University; (3) employers randomly selected from a list of small businesses in the Standard and Poor s Register; and (4) elementary and secondary school

ED 334 922 HE 024 758

Lyons, Paul R.
Implementing Cooperative Learning Methods.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; Educational Methods; *Group Experience; Grouping (Instructional Purposes); Higher Education; Learning Processes; Problem Solving; Student Development; Student Educational Objectives; Student Research; *Teaching Methods

This paper identifies the bases and rationale for the concept of cooperative learning; describes the dynamics of the cooperative learning approach; and proposes methods that college faculty can use to enhance student motivation and learning. Cooperative learning is defined and is reported to have positive effects on student achievement, human relations skills, trust among students, and emotional involvement in and commitment to learning. Disadvantages, such as the lack of short-term extrinsic rewards for students who rely on such reinforcement, are also noted. Three types of cooperative learning are then detailed with examples: (1) group investigation--in which students in small groups work through six steps in researching a topic and preparing a report; (2) reiterative problem-based learning--in which student groups identify a problem, engage in independent study, assess their inquiry strategy, and iterate the process; and (3) co-op/co-op--in which students work through 10 steps involving both individual and group learning and presentations. Includes seven references. (DB)

ED 334 923 HE 024 759

Fredrickson, Scott
Barrow High School Graduate Survey: A Study of the 1986-89 Graduates.
PUB DATE- 5 Jun 90
NOTE- 42p.; For related documents, see HE 024 760-761.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Alaska Natives; *Employment Patterns; *Enrollment Rate; *Ethnic Groups; Followup Studies; *Graduate Surveys; Higher Education; *High School Graduates; High Schools; Institutional Research; Outcomes of Education; Postsecondary Education; Sex Differences; Student Characteristics
IDENTIFIERS- Alaska; *Northern Slope Borough School District AK

The report analyzes data from a survey of Barrow High School (Alaska) graduates (N=82 with a 51% return rate) from 1985-86 through 1988-89. Findings included the following: 71 percent of graduates were female and 29 percent male; the largest ethnic group was Inupiaq (42.68%) followed by Caucasian (30.49%) and multiple-ethnic background (15.85%); 25.61% of graduates were currently attending postsecondary institutions on a full- or part-time basis; 58.54% were working in non-military occupations, 3.66% were in the military, and 10.98% were

ED 334 942 HE 024 796

Thurgood, Delores H.; Weinman, Joanne M.
Doctorate Recipients from United States Universities. Summary Report 1989.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 131p.; Appendix tables contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aspiration; *Doctoral Degrees; Employment; Financial Support; *Foreign Students; *Graduate Students; Higher Education; National Surveys; *Student Characteristics; *Trend Analysis

This report presents a summary of the results of the 1988-89 Survey of Earned Doctorates conducted each year since 1958 and consisting of surveys filled out by graduates earning doctoral degrees. Organized into three sections, the report first presents a trend analysis of the numbers of doctorate recipients including data with regard to field, gender, citizenship status, race and ethnicity, time-to-degree, and post-graduation plans. A second section on financial supports examines primary sources of support (personal, university, federal or other) and indebtedness (by gender, citizenship status and race). The final section discusses the increasing participation of foreign citizens in U.S. doctoral education, with attention to numbers of such students, country of origin, field of doctorate, sources of support, postdoctoral location and plans, employment sector in the United States labor force, and work activity. Four appendixes present basic tables, trend tables, technical notes on data collection and a copy of the survey. The document contains 22 tables and 11 figures. (JB)

ED 334 943 HE 024 797

Sloan, Judith; And Others
Study of the Labour Market for Academics.
PUB DATE- Dec 90
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Employment Patterns; *Employment Projections; *Enrollment Projections; Foreign Countries; Futures (of Society); Higher Education; Prediction; Retrenchment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Australia

This report presents scenario projections of the demand for academics in Australia to the year 2002, together with supply side projections on the numbers of new higher degree holders offering themselves for academic employment in that country. Chapter 1 offers an introduction and review of background issues. The second chapter outlines the forecasting methodology used to project system-wide demand and supply trends as well as the case studies undertaken. Chapter 3 describes the student load projections that form the basis of the demand projections. Chapter 4 presents and discusses the scenario forecasts of the demand for academics to the year 2001. The demand for highly qualified individuals in competing markets is discussed in Chapter 5 as a logical antecedent to the supply projections

ED 334 963 IR 014 751

Miller, George T. W., Jr.
Using High Technology in Education--The Northeastern Utah Telelearning Project.
PUB DATE- Oct 89
NOTE- 11p.; Paper submitted to Northern Rocky Mountain Educational Research Association (Provo, UT, October 1989). This article is also in: Rural Special Education Quarterly, Volume 9, Number 4, p33-36, Winter 1989.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Networks; Delivery Systems; *Distance Education; Equal Education; Higher Education; High Schools; Microcomputers; *Program Implementation; *Rural Schools; School Districts; State Aid; Telecommunications; *Teleconferencing
IDENTIFIERS- *Audiographics; Utah

The Northeastern Utah Telelearning Project was created in 1985 to remedy problems of meeting core curriculum requirements and providing educational equity in rural schools, and to provide cost effective educational delivery systems to school districts. It was determined that a distance educational computer network using audiographic teleconferencing would allow up to five high schools to participate in simultaneous classroom discussion. The system, which included microcomputers, computer graphics, and telecommunications technology, was used initially by three high school teachers. The stated goals of the project were: (1) the provision of additional instructional programming for secondary and adult students in high school and college course work; (2) the provision of educational equity to all rural students; (3) the expansion of higher education and college credit offerings in rural areas; and (4) the expansion of informational/educational delivery service to all citizens within the area. Three years of successful operation has resulted in quality, cost-effective education for rural students. (3 references) (DB)

ED 334 964 IR 014 766

Brey, Ron
Telecourse Utilization Survey Project. Third Year Report: Fall 1986-Summer 1989.
PUB DATE- Jun 90
NOTE- 76p.; For the first annual report (1986-87 academic year), see ED 301 295. Funded by the Annenberg/CPB Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Credits; College Instruction; Community Colleges; Databases; *Distance Education; Instructional Materials; Longitudinal Studies; Microcomputers; National Surveys; Postsecondary Education; Questionnaires; Telecommunications; *Telecourses; Two Year Colleges; *Use Studies

Based on data collected over a period of 3 years (1987-1989) on the utilization of telecourses for college credit instruction, this report presents the over-all state of postsecondary uses of telecourses and examines current trends. It is noted that the study is limited to telecourses used to reach distant learners, and that personal computer software is used as part

ED 334 982 IR 015 145

Frick, Theodore W.
A Comparison of an Expert Systems Approach to Computerized Adaptive Testing and an Item Response Theory Model.
PUB DATE- 91
NOTE- 22p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; *Expert Systems; *Item Response Theory; Mastery Tests; *Models; Test Construction; Test Items; Test Length; Test Validity

Expert systems can be used to aid decisionmaking. A computerized adaptive test is one kind of expert system, although not commonly recognized as such. A new approach, termed EXSPRT, was devised that combines expert systems reasoning and sequential probability ratio test stopping rules. Two versions of EXSPRT were developed, one with random selection of items (EXSPRT-R) and one with intelligent selection (EXSPRT-I). Two empirical studies were conducted in which these two new methods were compared to the traditional SPRT and to an adaptive mastery testing (AMT) approach based on item response theory (IRT). The EXSPRT-I tended to be more efficient than the AMT, EXSPRT-R, and SPRT models in terms of average test lengths. Although further research is needed, the EXSPRT-I initially appears to be a strong alternative to both IRT- and SPRT-based adaptive testing when categorical decisions about examinees are desired. The EXSPRT-I is clearly less complex than IRT, both conceptually and mathematically. It also appears to require many fewer examinees to establish empirically a rule base when compared to the large numbers needed to eliminate parameters for item response functions in the IRT model. (20 references) (Author/BBM)

ED 334 983 IR 015 146

George, Robert G.
Qualitative Research Methodology Issues.
PUB DATE- 91
NOTE- 10p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; se IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Definitions; *Qualitative Research; Research Design; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Research Trends

Intended to evoke discussion in the research community about the research trend of the 21st century, this paper provides a broad, general definition of qualitative research that covers the many terms currently used under this heading, and discusses seven issues that the research community should address in some manner: (1) new or fad; (2) too many methodologies; (3) lack of standards for data; (4) questionable samples; (5) contamination of subjects; (6) inability to project findings; and (7) a new

ED 335 000 IR 015 167

Newby, Timothy J.; Stepich, Donald A.
Instructional Analogies and the Learning of Tangible and Intangible Concepts.
PUB DATE- 91
NOTE- 21p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Comprehension; *Concept Formation; Conventional Instruction; Higher Education; Instructional Development; *Intermode Differences; Pretests Posttests; Student Attitudes; Time on Task; Undergraduate Students
IDENTIFIERS- *Analogies

The effect of instructional analogy training on the level of immediate, as well as 14-day delay, comprehension of tangible and intangible physiological concepts was investigated. Ninety-four college-aged subjects were given training either with or without instructional analogies over five tangible and five intangible advanced physiological concepts. Results showed significantly higher scores of comprehension, both immediately and after the delayed period, for those subjects who had received the analogies. Moreover, subjects receiving analogies reported higher perceived levels of lesson enjoyment. Results are discussed in terms of the prescriptive use of analogies within instructional materials and future research possibilities. Two figures are appended. (52 references) (Author/BBM)

ED 335 001 IR 015 168

Norris, Catherine A.; Reigeluth, Charles M.
A National Survey of Systemic School Restructuring Experiences.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; National Surveys; *School Restructuring; Student Responsibility; Teacher Role
IDENTIFIERS- Indiana State Department of Education

The major purposes of the School Improvement Resources Inquiry USA project (SIRIUS-A project) are to identify schools throughout the country, that are restructuring; to identify the kinds of structural changes being implemented; and to identify the kinds of change processes being used to plan and implement the restructuring. Some of the 62 schools identified that have initiated systemic restructuring seemed to base their restructuring on a connected, underlying theme. Descriptions of restructuring experiences in five schools focus on their systemic and theme-based elements: (1) The Saturn School of Tomorrow (St. Paul, Minnesota, grades 4-7), "High-Tech, High-Teach, and High-Touch," and mastery learning; (2) Skowhegan Area Middle School (Skowhegan, Maine), a "collegial/team

ED 335 018 IR 015 185

Tennyson, Robert D.; Christensen, Dean L.
Automating Instructional Systems Development.
PUB DATE- 91
NOTE- 38p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); Computer System Design; *Expert Systems; *Instructional Design; Instructional Development; *Instructional Systems; Learning Theories; Man Machine Systems; *Models; *Systems Development
IDENTIFIERS- *Intelligent CAI Systems

This paper presents framework specifications for an instructional systems development (ISD) expert system. The goal of the proposed ISD expert system is to improve the means by which educators design, produce, and evaluate the instructional development process. In the past several decades, research and theory development in the fields of instructional technology and cognitive science has advanced the knowledge base for instructional design theory such that learning and thinking can be significantly improved by direct instructional intervention. Unfortunately, these advancements have increased the complexity of employing instructional design theory, making instructional development both costly and time consuming. It is proposed that through the application of expert system methods, it is now possible to develop an intelligent computer-based ISD expert system that will enable educators to employ instructional design theory for curricular and instructional development. Presented in this paper is a framework for the development of an ISD expert system that will assist both experienced and inexperienced instructional developers in applying advanced instructional design theory. Diagrams of three generations of the proposed model are appended. (38 references) (Author/BBM)

ED 335 019 IR 015 186

Tripp, Steven D.
Two Theories of Design and Instructional Design.
PUB DATE- 91
NOTE- 12p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Designers; *Design Preferences; *Instructional Design; *Models; Problem Solving; Psychological Studies; Systems Approach
IDENTIFIERS- *Empirical Research

This paper address three questions: (1) What is the nature of design? (2) How do skilled designers function? and (3) Can a theory of design be constructed which will allow novice and expert instructional designers to perform their tasks more efficiently and effectively? It begins by presenting two general theories of design: Simon s conception of design as optimization, i.e., a process of heuristic problem solving; and Schon s conception of design as dialogue, i.e., a process of reflection-in-action or a dialogue with phenomena that can be

ED 335 037 IR 053 638

Van Noate, Judith
Basic Research in Atkins Library. A Research Guide and Workbook.
PUB DATE- 90
NOTE- 21p.; For a workbook on basic library skills, see IR 053 637.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Libraries; College Students; Higher Education; Individualized Instruction; *Library Instruction; *Library Materials; *Library Skills; Online Catalogs; Online Searching; Pacing; Periodicals; Programed Instructional Materials; Reference Materials; Search Strategies; Workbooks
IDENTIFIERS- *University of North Carolina Charlotte

This workbook is designed to help students at the University of North Carolina-Charlotte acquire basic research skills in using a university library. The workbook is divided into 10 sections: (1) Finding Books in Atkins Library; (2) Library of Congress Subject Headings; (3) Searching ALADDIN (the online catalog); (4) Searching a Subject; (5) Call Numbers or How to Find a Book on the Shelf (ALADDIN Assignment); (6) Periodical Indexes; (7) Library Terms; (8) InfoTrac (periodical searching); (9) P.A.S.L. (Periodicals and Serials List); and (10) Location Symbols (Index Assignment and InfoTrac Questions). (MAB)

ED 335 038 IR 053 639

Wiscont, Jeanne Mull
The Toy Lending Library.
PUB DATE- May 77
NOTE- 94p.; Seminar paper, Master s degree requirement, University of Wisconsin-Oshkosh.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childhood Needs; *Childrens Libraries; Educational Games; *Games; Instructional Materials; Library Planning; *Library Services; Library Surveys; *Play; Public Libraries; Questionnaires; *Toys; *Young Children

This paper explores the concept of toy lending libraries. The first six chapters discuss: (1) the history of toy lending libraries; (2) the values and purposes of using games and toys with children; (2) the contribution of games and toys to the goals of a children s services library division; (3) examples of toy lending service in public libraries; (4) factors to be considered before establishing such a library (i.e., toy selection criteria, and how to acquire, process, store, and circulate toys); (5) how to establish a toy lending library; and (6) the parent/child toy lending library which teaches parents how to support the development of a child s healthy self-concept, understand the selection criteria for toys and implement accompanying learning activities, and realize the concept orientation of the toys. Examples and descriptions of eight basic toys and eight loaner toys are also presented. The seventh chapter presents a summary and concludes that toys and games are other forms of material which can be recreational and educational in nature, thus adding another dimension to the educational services of a public library. Six appendixes include: (1) a selected listing of producers and distributors; (2) examples of toys for ages 3 to 5 which strengthen large

ED 335 057 IR 053 687

Bixby, Pamela, Ed.
Higher Education Reform in the 1990s. Minutes of the Meeting of the Association of Research Libraries (116th, New Orleans, Louisiana, May 9-11, 1990).
PUB DATE- 91
NOTE- 185p.; For the minutes of the 114th and 115th meetings, see ED 324 021 and ED 333 872.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Demography; *Educational Change; Educational Philosophy; *Futures (of Society); Higher Education; *Library Role; *Public Policy; *Research Libraries; *Social Change
IDENTIFIERS- Association of Research Libraries

This membership meeting focused on higher education reform in the 1990s and the mission of educational institutions in the face of changes in educational philosophy, cultural and demographic changes, and shifts in public policy. It is argued that the ongoing academic revolution will define higher education in the next decade, and that research libraries must be key players as universities rethink the curriculum to address the needs of traditional, non-traditional, and under-represented populations of students, provide more effective undergraduate education, support the expanding role of higher education in national economic well-being, and create a stimulating, nurturing environment for the university community in the 1990s. The following five papers were presented in two general program sessions, each of which began with an introduction by Marilyn Sharrow: (1) "Writing a Script for the Future of Higher Education" (Gordon Davies); (2) "In Praise of Teaching and Research" (William D Antonio); (3) "Rethinking Curriculum and Teaching Methods in the Humanities" (Phyllis Franklin); (4) "The Impact of Demographic Trends on the Future of Higher Education" (Carol De Vita); and (5) "Institutional Responses to Cultural Diversity" (Carol Cartwright). Transcripts of three townmeeting discussions are also included: (1) Preservation; (2) Telecommunications: The Coalition for Networked Information; and (3) Serials Prices: The Office of Scientific and Academic Publishing. The report of the business meeting includes reports from various groups, and seven appendices include additional reports, 1989 ARL financial statements, a participant list, and lists of officers, directors, committees, and task forces, as well as a list of organizational members of the association. (BBM)

ED 335 058 IR 053 695

Boss, Richard W.
What Is An Expert System? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software; *Computer System Design; Databases; *Expert Systems; *Management Information Systems; Man Machine Systems; Microcomputers
IDENTIFIERS- ERIC Digests; Knowledge Bases

ED 335 075 JC 910 363

MacMillan, Thomas F.

A Four-Semester Follow-Up of Fall, 1989 Matriculants. Research Report 91-5.

PUB DATE- Jun 91

NOTE- 40p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Dropout Characteristics; *Dropouts; Followup Studies; High Risk Students; Longitudinal Studies; Predictor Variables; *Student Characteristics; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Mendocino College CA

In an effort to evaluate the academic persistence and performance of all 271 fall 1989 first-time college students and first-time transfer students at Mendocino College (MC), the students academic histories were analyzed for 4 sequential semesters from fall 1989 through spring 1991. In addition, students who persisted were compared with students who withdrew to identify characteristics that might be associated with high academic risk at entry. Study findings included the following: (1) over 4 semesters, 37.64% of the study sample remained in active enrollment, while 6.7% attained degrees or certificates; (2) attrition occurred early in the students college careers, with 40 of the students who withdrew showing "zero attempted units" during their first semester and an additional 53 not continuing into the second semester; (3) the majority of students enrolled part time during each of the 4 semesters, taking an average of less than 9 units each semester; (4) just over one-third of all students were on academic probation at the end of each semester, while a slightly larger number were in the 3.00 to 4.00 grade point average range; (5) overall, about 70% of the students continued to make satisfactory academic progress each semester; (6) women tended to persist in greater percentages than males; (7) no significant differences were found in persistence patterns for different racial and ethnic groups; and (8) participation in the orientation class was most positively correlated with persistence, while poor performance on the math basic skills test was most negatively correlated. Detailed data tables and a discussion of the statistical model used in the predictive analysis are included. (PAA)

ED 335 076 JC 910 365

Kelly, Diana K.

The Effects of Classroom Research by Part-Time Faculty upon the Retention of Adult Learners. Practitioner-Based Research Report.

SPONS. AGENCY- State Univ. of New York, Saratoga Springs. Empire State Coll.

PUB DATE- Jun 91

NOTE- 183p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Academic Persistence; *Adult Students; *Classroom Research; *Classroom Techniques; Community Colleges; Comparative Analysis; Evening Students; Faculty Development; *Part Time Faculty; Questionnaires; Statistical Distributions; Student Attitudes; *Teacher Workshops; Two Year

ED 335 092 JC 910 389

Stolar, Steven M.
Non-Traditional Age Students: Attrition, Retention, and Recommendations for Campus Change.
PUB DATE- 3 Jun 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Students; College Planning; Community Colleges; Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Graphs; *Nontraditional Students; *Student Attitudes; Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students

In 1991, a study was conducted at Cumberland County College (CCC) to examine the demographic characteristics, academic goals, attendance patterns, opinions about the school, and other relevant data about CCC s nontraditional age student population (i.e., students aged 25 to 55 years). In fall 1990, 1,147 nontraditional aged students were enrolled at CCC, representing 46% of the student body. In spring 1991, only 67% of this group (N=767) returned. Surveys were conducted of both continuing and non-returning with the non-returning students being contacted by mail and the returning students being surveyed in class. Study findings, based on responses from 168 non-returning students and 208 continuing students, included the following: (1) the non-returning students were predominantly white, female, and part-time attendees; (2) non-returning students were most satisfied with admissions, the quality of instruction in their major, the library, and registration procedures; and least satisfied with job placement services, financial aid, student activities, and tutoring services; (3) the most frequently cited reasons for not returning to CCC were "financial reasons," "conflicting job hours," "satisfied personal need," and "parenthood"; (4) the one service most requested by continuing students was a campus day care center; (5) continuing students requested extended evening hours for the bookstore, cafeteria, and other campus offices; (6) continuing students also requested a greater variety of evening course selections, more Saturday classes, and more telecourses; and (7) evening counselor availability, opportunities for social interaction, and the sale of used books in the bookstore were suggested student services. Graphs reflecting response frequencies and student comments are attached. (JMC)

ED 335 093 JC 910 390

Shymoniak, Leonard
Trends in Faculty Staffing and Salaries.
PUB DATE- Jun 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Community Colleges; Comparative Analysis; *Employment Patterns; Females; Full Time Faculty; Graphs; Longitudinal Studies; Minority Groups; Part Time Faculty; State Surveys; *Teacher Salaries; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Focusing on a 7-year period beginning in 1984, this report examines statewide staffing and salary trends for California

ED 335 110 PS 019 653

Fitzgerald, Patrick
Social Support from Family and Friends Is Not Necessarily the Same.
PUB DATE- 18 Apr 91
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Students; Cultural Differences; Ethnic Studies; *Family Influence; Hispanic Americans; Junior High Schools; Junior High School Students; *Peer Influence; Pregnant Students; *Sexuality; *Social Support Groups
IDENTIFIERS- *African Americans; Chicago Public Schools IL; Ethnic Differences; *Latinos

The study examined the claims that social support from family and friends are not the same in their effects on young adolescents; and that the relationship between social support from family and friends is not the same for African-American and Latino students. A sample of 792 students from the sixth, seventh, and eighth grades of 18 Chicago (Illinois) public elementary schools in neighborhoods with high rates of teenage pregnancy completed a survey that collected information on demographic variables, measures of perceived social support from friends and family, and sexual behavior. Social support from family remained the same from sixth to eighth grade while social support from friends increased by grade. Higher levels of social support from family were associated with reduced sexual activity, and higher levels of social support from friends were associated with increased sexual activity. The effects of social support from family and friends was stronger for Latino students. There were no differences in the effect of social support by sex or parental living arrangements. A sample of the modified social support scales used in the survey is included. (BC)

ED 335 111 PS 019 656

Shimoni, Rena
Professionalization and Parent Involvement in Early Childhood Education: Complementary or Conflicting Strategies?
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Caregivers; Day Care; *Early Childhood Education; *Educational Strategies; Foreign Countries; *Parent Education; Parent Influence; *Parent Participation; *Parent School Relationship; Preschool Teachers; *Professional Recognition
IDENTIFIERS- *Professionalism

This paper reviews the meaning of two concepts: parent involvement and professionalization of early childhood educators. The relationship between the concepts is also considered. Parent involvement is described and defined in many ways, and there is little empirical evidence on which to base decisions concerning what kind and what degree of parent involvement early childhood programs should try to implement.

ED 335 131 PS 019 709

Foote, Elizabeth
Entrance Age and Visual Motor Integration.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *Kindergarten Children; Primary Education; *School Entrance Age; *School Readiness
IDENTIFIERS- *Developmental Test of Visual Motor Integration

This study examines the degree of correlation between the age of a child on entering kindergarten and the child s academic achievement. A review of literature provides evidence that premature learning may actually create a block to later learning. One study reported that many chronologically young children who had a higher than average I.Q. failed academically, and that nearly a third of the entrants were poorly adjusted. Other studies found that underage children had greater problems in all areas except scholastic achievement, and especially in social and emotional adjustment. In fact, overage children made better progress than did underage children. The conclusion of some educators is that delayed schooling is more effective and potentially less damaging than early school entrance. In this study, the Developmental Test of Visual-Motor Integration was administered to two samples that were randomly selected from 81 kindergartners. Ages ranged from 5 years, 6 months, to 6 years; and from 4 years, 11 months, to 5 years, 5 months. Findings indicated that the older group obtained significantly higher scores. There was a positive correlation between entrance age and academic achievement in kindergarten. (SH)

ED 335 132 PS 019 710

Jones, Linda T.
Strategies for Involving Parents in Their Children s Education. Fastback 315.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Cooperation; Guidelines; *Parent Participation; *Parents as Teachers; *Parent School Relationship; Preschool Education; *Workshops

This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school. The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age. A list of 10 approaches for involving parents in their children s early education is included. The second chapter discusses the topics of: (1) improving communication between home and school; (2) helping parents work with their children at home; (3) involving parents in school activities; (4) developing collaborative planning among parents, students, and teachers; and (5) empowering parents to become decisionmakers in their children s schools. The third chapter

ED 335 153 PS 019 808

DiCara, Cheryl; And Others
Childhood Injuries in Maine: A Status Report.
SPONS. AGENCY- Education Development Center, Inc., Newton, Mass.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Agency Role; *Children; Death; Diseases; *Etiology; Hospitalized Children; *Incidence; *Injuries; *Program Improvement; State Agencies
IDENTIFIERS- *Maine

Purposes of this report are to: (1) describe the extent of the childhood injury problem relative to diseases and other conditions affecting children in Maine who are 1 to 19 years of age; (2) give an overview of what is known about the incidence of childhood injuries in Maine; and (3) offer recommendations to improve the state s ability to control childhood injury. The primary causes of childhood injury deaths in Maine are accidents related to motor vehicles, fires, drowning, and suicide. The majority of childhood injury hospitalizations in the state are reimbursed by Blue Cross or commercial insurance, but about 20 percent are covered by public funds and another 10 to 15 percent are uninsured. A comprehensive approach to childhood injury control must be implemented if the state is to effectively reduce the threat of injuries to children. The approach should include data surveillance, public and professional education, and planned community intervention. (RH)

ED 335 154 PS 019 813

Isabella, Patrice H.; Isabella, Russell A.
Correlates of Long-Term Breastfeeding: A Study of Social and Personal Factors.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Breastfeeding; Child Health; Grandparents; *Marital Satisfaction; *Mothers; Neonates; Nurses; *Parent Child Relationship; Physicians; *Pregnancy; *Social Support Groups; Spouses

This study examined the degree to which mothers perceptions of their marital relationships, the support provided to them by their mothers and others, and their adjustment to pregnancy and motherhood, were associated with success at initiating and maintaining lactation during the first year after their child s birth. The incidence and duration of breastfeeding, the nature and frequency of feeding problems, and the sources of help related to breastfeeding were also examined. Data were collected from 32 women through interviews, questionnaires, and observation. The main problem encountered by breastfeeding mothers during the first month after the child s birth was a concern about inadequate milk supply. Husbands and mothers mothers provided emotional and instrumental support, while doctors and nurses provided information. Mothers who were

ED 335 174 RC 018 174

Chavkin, Nancy Feyl
Family Lives and Parental Involvement in Migrant Students Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Abuse; *Dropout Rate; Economic Factors; Elementary Secondary Education; *Migrant Education; *Migrants; *Migration Patterns; *Parent Participation; *Poverty
IDENTIFIERS- ERIC Digests

This ERIC digest describes the lives of migrant families, migrant students education, and migrant parents involvement in their children s education. Migrant families tend to travel along well-established geographic routes which can be identified as the East Coast Stream, the Mid-Continent Stream, and the Western Stream. In 1986, the average annual income for migrant farmworkers was less than 6,500. In addition to poverty, living and working conditions pose serious health problems for migrant families. Families migrate for economic reasons, and migration occurs in both interstate and intrastate patterns. The level of child maltreatment is much higher among migrant families than among the general population, and intrastate migrant families have a higher incidence than interstate migrant families. Younger children and children from single-parent families also have a higher probability of being maltreated. Migrant students have the lowest graduation rate of any population group in the public schools. High risk characteristics of migrant students include low socioeconomic status, high levels of mobility, low levels of English language skills, and higher levels of handicapping conditions. Parental involvement in education increases student achievement. Migrant parents of high achievers hold positive attitudes toward school, while parents of low achievers hold more negative attitudes. By understanding migrant family lives and communicating with parents, educators can have a profound effect on migrant students education. (KS)

ED 335 175 RC 018 175

Swisher, Karen
American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; *Cognitive Style; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Individual Differences; Observational Learning; *Teaching Styles
IDENTIFIERS- ERIC Digests

This digest reviews the literature related to learning styles of American Indian and Alaskan Native students. Several studies

ED 335 193 RC 018 279

Cockrell, David
The Fragmentation of Outdoor Leadership.
PUB DATE- 91
NOTE- 7p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Camping; Degree Requirements; Higher Education; Job Skills; *Leadership; *Outdoor Education; Professional Development; Professional Education
IDENTIFIERS- *Outdoor Leadership; *Outdoor Recreation; Outward Bound

Although outdoor leadership does not appear to be coalescing into a unified profession, there are potential solutions to this fragmentation. Six robust approaches to the professional provision of outdoor leadership are: (1) outfitting and guiding; (2) organized camping; (3) adventure education, such as Outward Bound; (4) the outdoor school; (5) facility-based adventure education, such as ropes courses; and (6) religious-oriented adventure programs. Impediments to professionalism include: variations in the hard skills required; disparity in program goals; lack of a common vision in outdoor recreation; failure of professional leaders to provide philosophical or theoretical underpinnings; and the relative success of each segment of the industry independently. Crystallization of a profession of outdoor leadership could result in improvements in its public image, standardization of liability insurance, and greater influence on public policy. Part of the solution to fragmentation is to allow America s universities to play a larger role in professional development than they are now playing in teaching, research, and service. Graduation from a bachelor degree track in outdoor leadership can come to represent the standard minimum competency level for entry-level professionals. (KS)

ED 335 194 RC 018 280

Whittacker, Tom
Recreation and the Outdoor Educator: A Means of Integration for People with Physical Disabilities.
PUB DATE- 91
NOTE- 8p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Attitude Change; *Community Attitudes; *Disabilities; Financial Problems; Leisure Time; Mainstreaming; *Recreation; *Rehabilitation; *Self Esteem
IDENTIFIERS- *Outdoor Recreation

Recreation can play an important role in the rehabilitation process for disabled persons by building self-esteem within the disabled and creating feelings of admiration and acceptance

ED 335 213 SE 052 046

Kosslyn, Stephen M.
Neuropsychological Components of Imagery Processing, Final Technical Report.
SPONS. AGENCY- Air Force Office of Scientific Research, Washington, D.C.
PUB DATE- 25 Jan 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; *Medical Research; Models; *Neurological Impairments; Neurological Organization; *Neuropsychology; *Spatial Ability; *Visual Impairments; Visualization
IDENTIFIERS- Computational Models

High-level visual processes make use of stored information, and are invoked during object identification, navigation, tracking, and visual mental imagery. The work presented in this document has resulted in a theory of the component "processing subsystems" used in high-level vision. This theory was developed by considering neuroanatomical, neurophysiological, and computational constraints. The theory has led to two kinds of empirical work. First, specific hypotheses about individual processing subsystems have been tested. For example, the analysis of the representation of spatial relations led to the prediction that the subsystems are used to encode this information, and a set of experiments was conducted that provided support for this distinction. This work has involved a combination of divided-visual-field experiments with normal subjects and detailed examinations of patients with focal brain damage. Second, the subsystems have been implemented in a large computer simulation model, which has been used to generate predictions about specific neurological syndromes. The model can be damaged in a variety of ways, and its performance on a set of tasks then observed. Predictions from the model have been tested, the results generally support its underlying assumptions and specific claims. In addition, individual subsystems have been implemented as "neural network" simulation models, which have been related directly to properties of the neural substrate assumed to underlie processing. The experiments conducted to date are summarized in the context of the theory in this report, and the utility of the theory for understanding the effects of brain damage is illustrated by reviewing a single case in detail. (Author)

ED 335 214 SE 052 173

Kouba, Vicky L.
The Making of Meaning: A Model for Interpreting Mathematics Education Research.
PUB DATE- Apr 91
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cognitive Development; Concept Formation; *Discussion (Teaching Technique); Elementary School Mathematics; Elementary Secondary Education; Encoding (Psychology); Learning Processes; *Mathematics Education;

ED 335 231 SE 052 223

Howe, Robert W.; And Others
Trends and Issues in Mathematics Education: Curriculum and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Preparation; Curriculum Guides; *Educational Change; Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; Evaluation; Females; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minority Groups; Resource Materials; *Secondary School Mathematics; Staff Development; Textbooks
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

This monograph summarizes selected major activities, trends, issues, and recommendations related to curriculum, instructional materials and instruction in K-12 mathematics education that have been documented in the literature. The technique used for selecting trends, issues, and recommendations was to identify relevant literature that had published during recent years and selected documents referenced in these sources; determine the agreement or disagreement regarding trends, issues, and recommendations; select those that appeared most frequently and/or those that were indicated as possibly most influential; and select examples of curricula, programs, materials and instruction to illustrate trends, issues, and recommendations cited. Sections include: (1) "What Are the Conditions Creating a Demand for Change?"; (2) "What Is the Status of Mathematics Education in Elementary and Secondary Schools?"; (3) "Curricular Frameworks: Goals, Content, and Experience for Precollege Mathematics Education"; (4) "Research Related to Learning, Curriculum, Instructional Materials, and Instruction"; (5) "Development and Implementation of Curricula and Instructional Materials for Precollege Mathematics"; and (6) "Summary and Recommendations for the Reform of K-12 Mathematics Curriculum, Instructional Materials, and Instruction." A 166-item bibliography is provided. (KR)

ED 335 232 SE 052 224

Howe, Robert W.; Disinger, John F.
Environmental Activities for Teaching Critical Thinking. Environmental Education Information Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; Conservation (Environment); Cooperative Learning; *Critical Thinking; Data Analysis; Ecology; *Elementary School Science; Elementary Secondary Education; Energy; *Environmental Education; Magnets; Plastics;

ED 335 253 SO 021 295

The Major Project of Education in Latin America and the Caribbean. Bulletin 23.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Area Studies; *Developing Nations; Disabilities; Elementary Secondary Education; Foreign Countries; Futures (of Society); *International Education; Learning Strategies; Role of Education; Special Needs Students; Teaching Methods; Technological Advancement
IDENTIFIERS- *Caribbean; *Latin America

Through the development of a new framework in which to approach the subject, education in the 1990s returns to a priority position among the nations of Latin American and the Caribbean. Faced with numerous budget cuts, deteriorating efficiency, and the loss of equity, it becomes necessary to design creative and innovative proposals that will meet the future needs of education. The following articles address some of the concerns of this new era: "Education for All in Latin America in the XXI Century. The Challenges of the Stabilization, the Adjustment, and the Fulfillments of Jomtien" (Fernando Reimers); "The Education of Children and Young People with Disabilities" (Seamus Hegarty); "Defensive Teaching: A Strategy To Facilitate the Each-One-Teach-One Project" (Hyacinth E. McDowell); and "Scientific and Technological Change and Lifelong Education" (Ettore Gelpi). This volume also features lists of activities and publications sponsored by UNESCO s Regional Office for Education in Latin America and the Caribbean. (DB)

ED 335 254 SO 021 305

Priority: Africa. Programme of Action Proposed by the Director-General (1990-1995). Intersectoral Missions. Guide to the Identification and Preparation of Projects in UNESCO s Fields of Competence: Education.
PUB DATE- Apr 90
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Educational Development; Foreign Countries; International Education; *International Organizations; International Programs; Program Design; *Program Development
IDENTIFIERS- *Africa

A guide to the identification and preparation of projects in the spheres of competence of UNESCO is presented in part in this document. The purpose was to help teams responsible for identifying and preparing projects in the field of education by indicating the main questions that arise in such work, the information to be gathered, the analyses to be made, and a number of examples that may be adapted to their needs. The document s preamble gives a summary of the most important points of the World Declaration on Education for All. The first of four sections of the guide contains a number of general notions and definitions concerning projects and the different stages of their preparation and implementation. The following three sections are devoted respectively to sectoral analyses,

ED 335 278 SO 021 457

Bjornland, Lydia D.

Investing in Our Future: A Handbook for Teaching Local Government.

PUB DATE- 90

NOTE- 126p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Citizen Participation; *Citizenship Education; Curriculum Development; Elementary Secondary Education; Government School Relationship; Learning Activities; *Local Government; *Teaching Methods

This resource book for local government officials, teachers, and civic leaders is designed to aid in the production of materials and the establishment of programs to educate young people about the role local government plays in their lives. Practical guidelines outline the steps that need to be taken to initiate a successful program, including contacting schools, writing program objectives, and deciding on methods of involvement. The book s nine chapters concern: (1) local government education and the schools; (2) planning your involvement; (3) a day as a guest speaker; (4) lesson plans for teaching local government; (5) youth in government programs; (6) introducing students to local government; (7) designing and adapting courses and curricula; (8) developing materials for classroom use; and (9) resources. An appendix includes a local government quiz and budget simulations for elementary and high school students. (DB)

ED 335 279 SO 021 535

Martin, Anna C.

Effects of Visual/Verbal Associations.

PUB DATE- Mar 91

NOTE- 13p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Associative Learning; *Cognitive Processes; *Communication Skills; *Educational Experiments; Grade 6; Intermediate Grades; *Research Design; *Statistical Analysis; Verbal Learning; Visual Aids; Visualization; Visual Perception

IDENTIFIERS- Art Vocabulary Test; Raven Progressive Matrices

Different effects of instructional strategies on recall and comprehension of terms frequently used in formal analysis of art were examined. The study looked at a synthesis of three theoretical positions: dual-coding theory, schema theory, and elaboration theory. Two-hundred and fifty sixth-grade students were randomly assigned to three groups: control subjects, graphic subjects, and transformational subjects. Instruments consisted of Raven s Standard Progressive Matrices (RSPM) and the Art Vocabulary Test (AVT). The program consisted of three phases: (1) a 10-minute study session; (2) an interactive discussion, and (3) a drawing task. The results suggested that imagery strategies help students form and retain associations between verbal and visual information. Graphic organizers may promote more flexible applications of the associations for individuals who have already acquired good problem-solving skills. The concrete associations obtained from

ED 335 302   SP 033 098

Clark, Richard W.
What School Leaders Can Do To Help Change Teacher Education. Advancing the Agenda for Teacher Education in a Democracy: A Guide for School Leaders.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- 90
NOTE- 22p.; One of four guides which accompany "Teachers for Our Nation s Schools" by John I. Goodlad (ED 330 655); for related documents see SP 033 098-101.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; College School Cooperation; *Educational Change; *Educational Principles; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *School Districts; Teacher Education Curriculum
IDENTIFIERS- *Goodlad (John I); Professional Development Schools

Concerned school leaders can make a real difference in the education of educators. Six tasks which school leaders can undertake to aid in restructuring teacher education are identified and discussed. School leaders can: (1) make preservice and continuing education true priorities; (2) cooperate in establishing professional development centers; (3) actively participate in recruiting and selecting students for preservice teacher education; (4) stop relying so heavily on prepackaged inservice programs; (5) support teachers, principals, and central administrators who engage in collaboration with college faculty in planning innovative teacher education programs; (6) demand higher quality programs for teacher candidates and work collaboratively toward that goal. The call-to-action articulated in this guide is based upon several research-based conclusions related to the status of teacher education. These conclusions, from "Teachers for Our Nation s Schools" by John I. Goodlad, are outlined. (IAH)

ED 335 303   SP 033 099

Edmundson, Phyllis J.
What College and University Leaders Can Do To Help Change Teacher Education. Advancing the Agenda for Teacher Education in a Democracy: A Guide for College and University Leaders.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- 90
NOTE- 24p.; One of four guides which accompany "Teachers for Our Nation s Schools" by John I. Goodlad (ED 330 655); for related documents see SP 033 098-101.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Deans; *Administrator Role; College Administration; *College Faculty; College Presidents; College

Administration; Program Development; *School Based Management; School Community Relationship; Second Language Programs; *Staff Utilization; Teacher Role

A discussion of the school based management movement outlines the forces influencing the movement, examines the process of change as a key factor in implementation of school based management, discusses how roles of key personnel and key players shape the design and implementation of school based management, and describes the steps that bilingual and English-as-a-Second-Language (ESL) project directors must take to ensure the continued viability of instructional programs serving limited-English-speaking students in those contexts. The history of the movement since 1983 is briefly chronicled, and the process of changeover to school based management in a district is described, with reference to research on organizational change and adjustment in roles. The possible specific effects of school based management on bilingual and ESL programs are then discussed in greater detail, focusing on role changes for the program director or coordinator, the bilingual or ESL teacher, and parents and community members. Potential administrative, programmatic, and curricular changes in bilingual and ESL programs are also addressed. Finally, what the bilingual or ESL program director can do to prepare for school based management is outlined, including a checklist for program directors to use in implementing school based management. Contains 30 references. (MSE)

ED 334 843 FL 019 295

Jenkins, Susan
Second Language Literacy: Functional Competence for the Future.
PUB DATE- Dec 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Reading Forum (Sarasota, FL, December 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Bilingual Education; Cultural Pluralism; Demography; Educational Change; *Educational Planning; Elementary Secondary Education; Futures (of Society); Graduate Study; Higher Education; *Literacy; Official Languages; Program Design; Program Effectiveness; *Second Languages; Undergraduate Study
IDENTIFIERS- *Biliteracy; *English Only Movement

The United States is experiencing a change in the school population at all levels of the education system. There is a compelling need to develop an integrated perspective on the literacy needs of the newly diverse population of speakers of English as a Second Language (ESL), so that all language minorities may develop literacy skills for both immediate circumstances and future needs. Research on the optimal age for cognitive development in second language learning suggests that limited-English-proficient students (LEPs) should be enrolled in bilingual education programs whenever possible. The exclusionary English-only movement and competency-based ESL literacy programs endanger the real literacy education of LEPs and socialize students for a limited range of working-class roles. Neglect of certain skill areas also creates problems at higher instructional levels. Changes are needed in education at all levels to ensure that literacy education is appropriate and thorough. These changes include resisting the English-only movement, designing bilingual and ESL programs to fit the

the context of the Naval Postgraduate School at Monterey, California, in which foreign military officers must learn strategies for effective communication in a language that is not native to them. Students, enrolled in masters programs in technical subjects, are told they must "hit the ground running." Instruction begins with eight practical principles: practice; networking; using positive language; engaging listeners; knowing and using some language learning strategies; using one s unique characteristics to advantage; knowing one s strengths and abilities; and using humor. Activities open with talking about and exercising student perception of context and response in communication situations. Exercises include investigation of sensory dominance (visual, kinesthetic, or auditory), drawing and describing, exploration of cultural traits, and discussion of cultural values in problem-solving situations. A subsequent activity in which small groups set up an organization or business with an acronym for a name promotes cooperation and interaction. At the end of the quarter, each student makes an oral presentation on communication or a military topic. In preparation, students discuss their fears of speaking publicly in English, and possible solutions, and talk briefly about themselves in response to a teacher prompt. Contains 4 references. (MSE)

ED 334 862 FL 019 319

Barcelona Sanchez, Antonio
A Contrastive Analysis of Existential-Presentative and Presentative Sentences in English and Spanish.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Contrastive Linguistics; *English; Foreign Countries; *Language Patterns; Linguistic Theory; Second Language Instruction; *Sentence Structure; *Spanish; *Syntax

An investigation of two sentence types in English and Spanish contrasts the syntactic features of each and examines the implications for second language instruction. Existential-presentative (ex-pr) and non-existential-presentative (pr) sentences are seen as an important tool for communication because they introduce an element that is pragmatically "new" and "presentative" by delaying it to a position after the introductory ex-pr or pr verb. First, a structural taxonomy of the subtypes of both sentence types is presented and discussed, first for English and then for Spanish. Then the contrasts between the two languages are examined at the structural and pragmatic levels. The bulk of the study is an analysis of cases in which structural contrast exists with pragmatic equivalence. Possible obstacles to effective second language learning, primarily of English for Spanish-speakers but also of Spanish for English-speakers, implied by the findings are discussed. The sentence structure taxonomies are appended. Contains 21 references. (MSE)

ED 334 863 FL 019 320

Sarangi, Usha
A Consideration of Methodological Issues in Analysing the

*Undergraduate Study

This 59-item annotated bibliography covers suggested reading material published between 1956 and 1991 to assist college faculty and administrators in promoting first year success for college freshmen. The bibliography is divided into seven sections of resource materials. Section 1 contains suggested readings on both objective research on the attitudes and characteristics of first-year students, as well as incoming student s views of college. Section 2 contains material which reviews college and university programs designed to meet first-year student needs. Section 3 lists publications that review the extended orientation/college survival course. Section 4 reviews the most widely used texts and source materials for freshman orientation seminars. Section 5 presents research material that assessed the impact of specific campus programs and activities concerning the freshman year. Section 6 presents information on research projects that explored the impact of the college experience, the importance of student involvement, and the essential match between student and institution. Finally, Section 7 presents reports of the issues and implications of the freshman year and the recommendations for changes in undergraduate and freshman education that are now being implemented. (GLR)

ED 334 883 HE 024 676

Cuseo, Joseph B.
The Freshman Orientation Seminar: A Research-Based Rationale for Its Value, Delivery, and Content. The Freshman Year Experience. Monograph Series No. 4.
PUB DATE- 91
NOTE- 33p.; For other titles in this series, see HE 024 673-677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); College Freshmen; Coping; *Course Content; Decision Making; Guidelines; Higher Education; Research and Development; *School Guidance; *School Orientation; *Seminars; Student College Relationship; Student Welfare

This report provides a conceptual framework for guiding decisions regarding the administrative delivery and course content of the freshman orientation seminar. The proposed framework relies heavily on empirical evidence generated by college-level research in the areas of student retention, student learning and academic achievement, and student development. The report proposes and discusses 10 guidelines for course administration and 7 topics for course content. It is noted that such guidelines may be especially relevant today because the alarmingly high rate of attrition among first-year students makes an effective freshman year orientation seminar more critically important than ever. Among the guidelines present are: (1) that institutions should offer a full-semester freshman course, i.e, "student adjustment" or "student success" course; (2) the orientation course should be conducted as a credit-earning course; (3) college faculty should be involved; (4) small class sizes should be adopted by using multiple sessions; and (5) upper-class students should be used as counselors or peer mentors. Among the suggestions for course districts listed in the national CIC School Address Directories. Usable responses (N=549) to mailed questionnaires covered: the anticipated changes in hiring trends for new college graduates; expected starting salaries; campus recruiting activities; and other topics of interest to personnel administrators, placement officers, career counselors, faculty, and students. Responses to open-ended questions are also provided on topics such as: grade point averages as indicators of future job performance; the attitudes of new college graduates toward work; job titles of positions available to liberal arts graduates; job categories experiencing the most growth in employment; and the factors influencing the general job market for new college graduates in 1990-91. (GLR)

ED 334 903 HE 024 732

Dickey, Karlene N.; Bevis, Desmond C.
The Admission and Placement of Students from the Republic of Hungary. Report of a Workshop (Hungary, May 1990).
PUB DATE- Aug 90
NOTE- 127p.; A product of Projects for International Education Research (PIER), a joint committee of AACRAO and NAFSA
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Admission Criteria; Educational Practices; Educational Resources; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Graduate Study; Guidelines; Higher Education; International Educational Exchange; *Postsecondary Education; *Preschool Education; Program Descriptions; *Student Placement; *Teacher Education; Undergraduate Study
IDENTIFIERS- *Hungary

This workshop report examines the educational system in Hungary. First, the report reviews the country s history and its population. Next, Hungary s educational system is outlined, including its general structure, grading scale, academic calendar, and language of instruction. Primary and preprimary education are analyzed next, followed by an examination of Hungary s secondary education system, including the types of academic secondary schools available, the country s technical secondary schools, vocational schools, continuation schools, and the admission requirements for each category. Next, Hungary s higher education institutions are reviewed. This examination covers areas such as admission, program structure, tertiary graduation requirements and degrees, specific programs (military and police training, theological colleges, medical studies), and graduate training and research. The report then discusses Hungary s teacher education programs for all levels through secondary school. Finally, guidelines for U.S. admissions officers are presented to assist them in placing students from Hungary within their institutions. Appendices contain a list of Hungary s state and privately controlled institutions and their addresses, as well as institutional profiles. Contains an index, a glossary of Hungarian terms, and a 24-item bibliography. (GLR)

ED 334 904 HE 024 733

Dickey, Karlene N.; Bevis, Desmond C.
Report of a Workshop (Yugoslavia, May 1990).

unemployed; the largest employment category was government (32.93%); postsecondary students were attending in-state institutions over out-of-state institutions by a 3-to-1 margin; most students did not declare a major, but the largest single major, business, was declared by 19.05% of students; students reported a mean grade point average of 2.88; 76.19% of students attending postsecondary institutions were female and 57.14% were Caucasian; graduates rated their high-school preparation as 6.97 on a 10-point scale; and parents of the graduates had a mean of 12 years of education. Extensive charts and graphs detail the findings. (DB)

ED 334 924 HE 024 760

Fredrickson, Scott
Juneau Douglas High School Graduate Survey: A Study of the 1986-89 Graduates.
PUB DATE- 29 Oct 90
NOTE- 168p.; For related documents, see HE 024 759-761.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Alaska Natives; *Employment Patterns; *Enrollment Rate; *Ethnic Groups; Followup Studies; *Graduate Surveys; Higher Education; *High School Graduates; High Schools; Institutional Research; Outcomes of Education; Postsecondary Education; Sex Differences; Student Characteristics
IDENTIFIERS- Alaska; *Juneau Borough School District AK

The report presents a detailed analysis of data from a survey of 436 graduates of Juneau Douglas High School (Alaska) from 1985-86 through 1988-89 (44% return rate). Findings included the following: 49.1% of graduates were female, 45.2% were male, and for 5.7% the information was not given; the largest ethnic group was Caucasian (73.2%) with the next largest Alaska Native (6.0%); 50% were currently attending postsecondary school on a full-time basis; 25.9% were in the work force and 5% were in the military; part-time work involved 12.6% of graduates and government agencies employed 9.4%; most graduates left the state to attend postsecondary schools, with 18.9% staying in Alaska; respondents had a high-school grade point average of 2.87; students rated their high-school preparation at 6.76 on a 10-point scale; and respondents had parents with a mean of 14 to 15 years of education. Data on graduates who had attended or were currently attending postsecondary institutions are also analyzed separately in more detail. (DB)

ED 334 925 HE 024 761

Fredrickson, Scott
Mt. Edgecumbe High School Graduate Survey: A Study of the 1986-89 Graduates.
PUB DATE- 18 Jun 90
NOTE- 62p.; For related documents, see HE 024 759-760.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Alaska Natives; *Employment Patterns; *Enrollment Rate; *Ethnic Groups; Followup Studies; *Graduate Surveys; Higher Education; *High School Graduates; High Schools; Institutional Research; Outcomes of Education; Postsecondary Education; Sex Differences; Student

presented in Chapter 6. In the seventh chapter, material from six case studies is assembled to describe how institutions have adjusted to budget-induced staff shortages and recruitment difficulties respectively. A summary and conclusion completes the report with the major finding that Australian higher education will not be able to provide the substantial number of additional staff it will require over the next decade. The text contains many tables and figures illustrating the content. (47 references) (JB)

ED 334 944 HE 024 799

Spring 1991 Higher Education Enrollment Information.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Credits; *Enrollment; Enrollment Trends; Ethnicity; Graduate Students; *Higher Education; High School Students; Out of State Students; Private Colleges; Public Colleges; *School Demography; School Statistics; State Colleges; *Student Characteristics; Student Educational Objectives; Terminal Students; Undergraduate Students
IDENTIFIERS- Nondegree Students; *South Dakota

This report details higher education enrollment in South Dakota colleges and universities as of the close of the second week of the 1991 spring term. The tables present data on headcount and full-time equivalent enrollment for public and private institutions; compare 1991 to 1990 figures; and provide data on various categories of students by individual institution. Enrollment is shown in the following ways: by undergraduate degree credits, for special and terminal students, for graduate students by institution, by resident versus non-resident, for resident degree-credit undergraduate students, for resident special/terminal students, for resident graduate students, through resident/non-resident comparison, for resident degree-credit undergraduate students, for resident special/terminal and graduate students, for nonresident degree-credit undergraduate students, for nonresident special/terminal students, for nonresident graduate students, for nonresident degree-credit undergraduate students, and for nonresident special/terminal and graduate students. Resident and nonresident summaries are provided as well, and distribution by undergraduate and graduate categories, new registrants (headcount and full-time equivalent enrollment), student age distribution, student ethnic origin, enrollment by gender, plans of South Dakota high school graduates, and a spring/fall semester comparison summary are also given. The document also contains a list of South Dakota institutions of higher education, and includes historical notes on the evolution of the data collection process since 1973. (JB)

ED 334 945 HE 024 800

Schantz, Nancy Borkow; Pluta, Mark J.
Enrollment in Higher Education, Fall 1989. E.D. TABS.
PUB DATE- Jul 91
NOTE- 51p.; Data Series: DR-IPEDS-89/90.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; College Freshmen; *Enrollment; *Enrollment Trends; Full Time Students; Graduate Students; *Higher

of the instructional resources in telecourse packages to present information, simulations, and other instructional activities. The following topics are covered in the report: (1) methods of data collection and the construction of a telecourse database; (2) institutional participation; (3) number of telecourses reported, telecourse use and enrollment, types of telecourse producers, number of programs and hours in telecourses, and differences between institutions in telecourse use; (4) production and licensing of telecourses; (5) trends in telecourse enrollment; (6) telecommunications consortia as a resource for institutions; (7) use of supplementary instructional materials; (8) accreditation; (9) distribution of video programs, the importance of delivery systems, and institutional use of telecommunications systems; and (10) student/faculty interaction, telecourse grade levels, and general comments. Also included are a list of instructions and codes to be used by institutions in data reporting, and the two data input sheets used in the project. (DB)

ED 334 965 IR 014 855

Holmberg, Borje
The Concepts and Applications of Distance Education and Open Learning.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Distance Education; Foreign Countries; Higher Education; Independent Study; *Learner Controlled Instruction; Nontraditional Education; *Open Education; *Open Universities; Performance Contracts; Personal Autonomy
IDENTIFIERS- Australia; United Kingdom; United States; West Germany

In today s usage the distinction between open and distance education is often blurred. Indeed, open education and open learning are not synonymous with distance education and distance learning, a fact that is readily discernible by examining the characteristics of each. Teaching and learning in distance education are based on two elements: a pre-produced course, usually a self-instructional program, and non-contiguous communication between students and tutor. The role of distance education within the organizations offering it and the ways in which it is provided and supported also vary. Open education is also a form of nontraditional education in that it stresses student personal autonomy, independent study, performance contracts, and learner controlled instruction. In this case the term open is interpreted as free from restrictions ; however, the degree of openness may be constrained by the resources available to the learner and by particular organizational policies. While distance education often serves study that is strictly controlled, open learning is frequently brought about by distance education facilities. To anyone concerned with the development of student autonomy and liberal approaches to education, this application of distance education appears promising. (50 references) (DB)

ED 334 966 IR 015 012

Burge, Elizabeth; Howard, Joan
Learner Centredness: Views of Canadian Distance Education Educators.

philosophy needed. It is noted that the differences in the philosophies of quantitative and qualitative research are great enough to cause open rejection of findings one from the other. The discussion points out that newness or fads are always concepts that attract, but new concepts and fads should be refined and improved upon with use. The paper concludes that a new philosophy of knowledge is perhaps the most important issue, and may well be the last one to be dealt with by researchers. It is suggested that the philosophical approach might be to ask why researchers are asking particular questions, and that the questions themselves may need to be evaluated in qualitative terms. (5 references) (BBM)

ED 334 984 IR 015 147

Goodrum, David A.; Knuth, Randy A.
Supporting Learning with Process Tools: Theory and Design Issues.
PUB DATE- 91
NOTE- 17p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Networks; Computer System Design; Cooperation; Epistemology; Higher Education; Hypermedia; *Instructional Design; Learning Theories
IDENTIFIERS- Collaborative Learning; *Constructivist Theory; *Learning Environment

This report begins by discussing the implications of a constructivist epistemology for instructional design and development, as well as drawbacks of the content database in instruction, the lack of special tools to help the learner actively construct knowledge, and emphasis on learning environments based on individual learning. The whole learning environment is considered from a constructivist viewpoint, and the need for tools that will support the construction by learners of their own representations and understandings is recognized. The development of a networked electronic environment referred to as RoundTable as one part of the Enhanced Learning and Information Environments (ELIE) project at Indiana University (IU) is then described. Designed to test constructivist notions of process tools, the RoundTable environment attempts to support comprehension, idea generation, analysis, composition, reflection, and communication in a social environment. A first prototype of the experimental system was developed to support the process of argument analysis in a class on critical reading taught in the School of Education at IU. The original networked version included only comprehension, idea generation, and analysis tools. Comments from the students after working with the system for four days and observation of their use of the tools indicated that most of the problems experienced had to do with the physical operation of the computer rather than the use of the tools to support the group task. It is concluded that RoundTable provided powerful conceptual tools for students to utilize actively in an electronically supported collaborative setting. Development of the system is continuing, working with other courses and settings. Comments from student evaluations of RoundTable and sample screens are appended. (24 references) approach to change"; (3) Narragansett School (Gorham, Maine, elementary), the school as a center of inquiry and children s development as learners; (4) Mark Twain Elementary School (Littleton, Colorado), "The Peak Performance School," with major changes in curriculum and assessment, the organization of teacher teams, and use of differentiated staffing; and (5) Bloomfield Hills Schools (Bloomfield Hills, Michigan), a Model High School with extensive changes in the use of time, the role of teachers, and assessment. General trends in restructuring based on the nationwide sample include teacher collaboration; heterogeneous grouping; continuous progress/ungraded curriculum; integrating disciplines/integrated learning; personal student development; mastery learning; building a democratic school community; and linking of schools, homes, and community agencies. Three differences between systemic restructuring and past reforms are noted: systemic change, integrating themes, and changes based on the needs and values of the community. (3 references) (BBM)

ED 335 002 IR 015 169

Orey, Michael A.; And Others
Evaluation of Intelligent Tutoring Systems: What s Been Done and What Can Be Done.
PUB DATE- 91
NOTE- 18p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Instructional Effectiveness; Instructional Systems; Intermode Differences; Mathematics Instruction; Microcomputers; Programing
IDENTIFIERS- *Intelligent Tutoring Systems

This paper explores the realm of evaluation within the domain of Intelligent Tutoring Systems (ITS). Toward that end, Littman and Soloway (1988) described two facets of evaluation: external and internal. Described here are a variety of procedures that they did not address and some that they discounted. One of the procedures not explored was the use of Bloom s (1984) "2-Sigma Problem." Anderson, Boyle, and Reiser (1985) used this procedure to externally evaluate the Lisp Tutor. Priest and Young (1988) offered a variety of procedures that can be used for internal evaluation. These procedures are presented and POSIT (an ITS for subtraction of whole numbers) is used as an example case to illustrate the evaluation procedures. (26 references) (Author/BBM)

ED 335 003 IR 015 170

Orey, Michael A.; Nelson, Wayne A.
Using Intelligent Tutoring Design Principles To Integrate Cognitive Theory into Computer-Based Instruction.
PUB DATE- 91
NOTE- 14p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

seen as a kind of social process of negotiation. It is argued that, although the main philosophical basis of modern instructional design--the systems approach--has been closer to Simon s view than Schon s, support for the design-as-dialogue interpretation has been expressed by Banathy, and empirical studies of novice and expert designers have provided examples of both approaches. A review of 21 studies is presented in chart form, including the name(s) of the researcher(s) and the date of the study, the domain, and a summary of the findings/content of the report. A discussion of educational/instructional design reviews additional research, including Tyler s "rational means-ends" model of curriculum planning, Walker s summary of several curriculum development projects, Cain s "creative planning model," and studies of instructional design processes by Kerr and Nelson. It is concluded that prescriptive design methodologies must support real-world methods in order to be effective, and that tools for instructional designers should support their preferred methods. Seven recommendations by Guindon for designers in a computer environment conclude the paper, and an extended bibliography lists 127 items. (BBM)

ED 335 020   IR 015 187

Waltz, Esther; Berry, Louis H.
Color Realism and Hemispheric Laterality.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; *Color; *Intermode Differences; Males; *Recall (Psychology); Slides; Statistical Analysis; Two Year Colleges; Undergraduate Students; *Visual Stimuli

This study investigated the interaction between cognitive lateral functions and pictorial recognition memory for pictures presented in three different color modes. The stimulus materials used were slides selected from a pool of travel and general geographic scenery slides taken in various parts of North America. One third of the slides were retained in the original realistic color format, a second group was produced in nonrealistic color by means of photographic reversal, and a third was recopied onto black and white slides. The original slides were randomly assigned to be copied in such a manner that a total of 60 split-slides were produced. The split-slides allowed for simultaneous projection of two scenes with one in the left visual field and one in the right visual field. Subjects were 30 right-handed male students from a Pennsylvania community college. The list learning procedure was used to present the stimulus materials. Following the treatment presentation, subjects were presented a random distribution of all individual images (stimulus and distractor) and asked to indicate whether they had seen the image before. The findings of the study indicate that both realistic color and black and white processing are more functions of the left than the right hemisphere, while nonrealistic color processing appears to be more a function of the right than the left hemisphere. It is concluded that nonrealistic color in visuals is primarily a cuing device, while realistic color and black and white visuals have both visual and verbal components and may require higher muscles, stretch the mind, are useful for pretending, and release feelings; (3) the toy lending library questionnaire; (4) a list of the toys at one Wisconsin library; (5) examples of catalog cards used at a North Carolina library; and (6) a sample of a toy lending sheet. (60 references) (MAB)

ED 335 039 IR 053 640

Rothlisberg, Allen P.
Make a Friend...Be a Friend...Start a Friends of the Library.
PUB DATE- Apr 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; College Libraries; Curriculum Design; Fund Raising; Genealogy; Grantsmanship; *Library Education; Library Technicians; *Public Libraries; *Social Support Groups; Two Year Colleges; User Needs (Information); Volunteers
IDENTIFIERS- *Friends of the Library; *Northland Pioneer College AZ

This paper suggests that, in times of economic crisis, libraries may find support by establishing "Friends of the Library" groups, and reports that, with the assistance of Arizona s Northland Pioneer College s (NPC) Department of Library/Media Technology, several such library groups have been established. The success of the Friends of Holbrook (Arizona) Public Library is profiled and it is noted that the "Friends" members--who are not librarians--have been instrumental in raising funds, writing book reviews, and volunteering to aid in library staffing. NPC has been able to bolster this group s efforts by offering classes that have been developed in response to community needs: i.e., grant writing; library advocacy; curriculum design and library involvement; and church/genealogy librarianship. Copies of the constitution and bylaws of the Friends of the Holbrook Public Library are attached. (MAB)

ED 335 040 IR 053 641

Griffiths, Jose-Marie; King, Donald W.
A Study of Resource Sharing in the State of Arizona: Optimizing Library Dollars.
SPONS. AGENCY- Arizona State Dept. of Library and Archives, Phoenix.
PUB DATE- Jul 90
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; *Information Technology; *Interlibrary Loans; Learning Resources Centers; Library Automation; Library Cooperation; *Library Networks; *Library Research; Library Statistics; Library Surveys; Public Libraries; Reference Services; School Libraries; *Shared Library Resources; Special Libraries; *State Programs
IDENTIFIERS- *Arizona

The objectives of the project described in this report were to provide specific, clearly defined options for Arizona libraries to share information and bibliographic resources, propose strategies for implementing the options, and present a phased implementation schedule for implementing them. The report

This digest describes and defines the various components of an expert system, e.g., a computerized tool designed to enhance the quality and availability of knowledge required by decision makers. It is noted that expert systems differ from conventional applications software in the following areas: (1) the existence of the expert systems shell, or interpreter; (2) the presence of a "knowledge base," or system of related concepts that enables the computer to approximate human judgment; and (3) the sophistication of the user interface. The purpose and functions of these three concepts are discussed in detail, and the computer s operating system is defined in terms of its important role in the implementation of the expert system. Eight additional readings are suggested. (MAB)

ED 335 059 IR 053 731

Brennan, Mary Alice
A Practical Guide to Preservation in School and Public Libraries. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 4p.; This digest is based on the monograph, "A Practical Guide to Preservation in School and Public Libraries," by Maxine K. Sitts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Learning Resources Centers; Library Materials; Library Role; Microfilm; National Programs; *Preservation; *Public Libraries; Records Management; *School Libraries; Users (Information)
IDENTIFIERS- Commission on Preservation and Access; ERIC Digests

Brittle paper, cheap bindings, mistreatment, and poor storage conditions are threatening to destroy thousands of scholarly documents throughout the United States unless preservation activities are successfully incorporated into all levels of library operations. In order for the preservation and access to information movement to succeed, there must be grassroots involvement, which can begin with school and public libraries. This digest identifies three key areas into which preservation activities fall: awareness, judgement, and advocacy. In the first of four sections methods that can be used to capture the content of brittle books are identified and examples of several national preservation initiatives and programs are presented. The second sections lists eight methods that libraries can use to begin their preservation activities. Highlighted in the third section are ways in which libraries can communicate their commitment to preservation to their financial supporters, vendors, and patrons. The final section presents an overview of the current national preservation agenda, including three of the Commission on Preservation and Access objectives that are of interest to public and school libraries. (MAB)

ED 335 060 IR 053 768

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1990. An Annotated Bibliography of Information Analysis Products and Other Major Publications of ERIC Clearinghouses, January-December 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91

Colleges

In 1990, a study was conducted at Fullerton College (FC), a large suburban community college in Southern California, to determine if the use of classroom research by part-time faculty would stimulate greater involvement in learning and increase the course completion rate of adult learners in evening classes. A group of 16 part-time faculty underwent a series of workshops and meetings both before and during the semester in which they conducted classroom research in order to become familiar with research procedures and to learn new skills in the effective use of classroom assessment techniques. At the beginning of the study, participants were asked to provide grade distributions and course withdrawal information for their spring 1990 classes. Similar data was requested for the fall 1990 class at the conclusion of the fall semester. About 4 weeks into the fall 1990 semester, faculty were asked to complete a survey about the differences between their fall 1990 class and the previous semester s class. In addition, a short survey was completed by students in classes in which classroom assessment techniques were used. Analysis of the data revealed that the course completion rate was significantly higher in the semester in which classroom assessment techniques were used. Results of the semester-end student survey indicated that classroom assessment increased students sense of involvement in the class, reduced anxieties about asking questions, and effectively met the needs of the adult learners. Appendixes provide the original project proposal, memos and agendas, a final participant list, reporting instructions and forms, a summary of quantitative data, notes from classroom research group meetings, faculty comments, a summary of classroom assessment techniques used by faculty, and student survey responses. (JMC)

ED 335 077 JC 910 367

Review of the Virginia Community College System: Follow-Up Report of the Joint Legislative Audit and Review Commission to the Governor and the General Assembly of Virginia. Senate Document No. 4.

PUB DATE- 91
NOTE- 175p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrative Organization; *Articulation (Education); *College Planning; College School Cooperation; Community Colleges; *Curriculum Enrichment; *Educational Finance; Followup Studies; *Institutional Evaluation; Institutional Mission; Intercollegiate Cooperation; Management Information Systems; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

In order to evaluate the extent to which recommendations from a previous study had been implemented, a follow-up review of the Virginia Community College System (VCCS) was conducted by the Joint Legislative Audit and Review Commission (JLARC) in 1990. This eight-part report reexamines the key findings from the earlier report and examines a number of new issues currently facing the VCCS. Section I provides an overview of the VCCS, including the history, mission, organization, enrollment trends, and resources of the system. In addition, a brief summary is provided of the issues examined and the research methods used in the study. Chapter II discusses issues related to expansion of the mission of the VCCS. Chapter III examines community college faculty. Highlighted findings include the following: (1) between 1984 and 1990, there was a steady increase of nearly 3% per year in all categories of community college staffing, bringing the employee count to an all-time high of 73,000 employees in 1990; (2) two-thirds (almost 47,500) of community college employees were faculty, while administrators comprised only 4%; (3) community colleges hired over 8,000 new full- and part-time faculty between 1984 and 1990; (4) the need to replace retiring full-time faculty was reflected in increases in the numbers of new faculty hires and of probationary faculty, and decreases in tenured faculty numbers since 1987; (5) in 1990, 39.4% of full-time faculty were women, up from 35.1% in 1984; (6) non-white faculty increased from 14.3% in 1984 to 17.5% in 1990; (7) the average age of faculty increased during most of the 1980 s, but has stabilized at 49 years since 1988; (8) faculty instructional workload increased substantially since the mid-1980 s; (9) when discounted for inflation, community college salaries were approximately 5,000 below the level of compensation in the early 1970 s; and (10) community college full-time faculty earned 6,700 less than California State University faculty and 18,000 less than University of California faculty. Graphs illustrating these trends make up the greater part of the document. (JMC)

ED 335 094 JC 910 391

Shymoniak, Leonard; And Others
Report on Staffing and Salaries, Fall 1990.
PUB DATE- Jul 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Compensation (Remuneration); *Faculty Workload; Full Time Equivalency; Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; School District Size; School Personnel; School Statistics; *Staff Utilization; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Tenth in a series of annual reports, this report presents fall 1990 demographic, staffing, salary, and workload information on California community college employees, based on data collected from all 71 California community college districts. Section I presents data on primary occupational activity, full-time equivalency, and type of assignment for each district s total number of employees, along with summary information on regular and overload weekly faculty contact hours for certificated staff. This section concludes with a 7-year profile of the number of full-time faculty and the average annual salary paid by districts from 1984-85 to 1990-91. The remaining sections summarize data for each of the six major categories of employees: contract and regular (full-time) faculty; temporary (part-time) faculty; full-time professionals, including faculty who spend more than 15 hours per week as counselors, librarians, or nurses; full-time certificated administrators; full-time classified administrators; and all other full-time classified employees. For each group, tables provide data on percentage distributions by age, gender, ethnicity, employment classification, employment status, duration of employment contract/agreement, annual salary per schedule plus stipends, salary contributions and district-paid employee benefits, and overload salaries. Appendixes provide staff data elements and

Efforts to conceptualize and work towards increased professionalism in early childhood education have provided direction for the field, but it seems timely to examine what constitutes the goals and outcomes of the struggle for professionalism. If a traditional model of professions is used, parent involvement seems to incline toward parent education. If the goal is to encourage maximum parent influence and control, or to strive for continuity of care by becoming partners with parents, then an alternate model of professionalization may need to be considered. If the goal of parent involvement is empowerment, those in the field should examine the issue of who has the power to give. The ecological model of professionalization, in which the interplay of forces inside and outside the occupational group determines professional status, is a good place to begin a discussion of staff, parents, and empowerment. (SH)

ED 335 112 PS 019 658

Shimoni, Rena; Ferguson, Barbara
Rethinking Parent Involvement in Day Care.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advisory Committees; *Child Caregivers; Early Childhood Education; *Family School Relationship; Foreign Countries; Parent Attitudes; *Parent Education; *Parent Participation; Parent Rights; Program Evaluation; Socioeconomic Status
IDENTIFIERS- *Parent Caregiver Relationship

This paper analyzes the concept of parent involvement in the early childhood literature, and discusses the applicability of this information to the day care context. A review of the literature suggests three main goals of parent involvement programs: (1) parent education; (2) the right of parents to influence programs that affect their children; and (3) ensuring continuity between the home and the preschool setting. Differences between parent education of middle class and poor parents in poverty are cited, and caution against over-enthusiasm regarding parent education is expressed. The impact of parent influence on day care through participation on boards is discussed, and questions about the ability of parents to monitor the quality of day care service are raised. Reasons for the lack of communication between parents and day care staff are suggested. An early childhood model program based on the concept of parental empowerment is discussed. The paper concludes that the supposed need for parent involvement in day care seems to be based more on the beliefs of professionals than on empirical findings, and encourages further empirical exploration of the perceptions of parents and day care staff. A list of 67 references is provided. (BC)

ED 335 113 PS 019 665

Preventing Damaged Lives: A Family Support System for Arizona s Children.
SPONS. AGENCY- Arizona Community Foundation, Phoenix.; Arizona State Dept. of Health Services, Phoenix.; Tucson Community Foundation, AZ.
PUB DATE- Sep 90
NOTE- 36p.
LANGUAGE- English

provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor. Some are for parents only; others are for parents and children. The fourth chapter describes types of school-parent collaboration that can improve children s behavior, attitudes, and study habits. The concluding chapter offers guidelines for planning a successful parent involvement program. Contains 37 references. (RH)

ED 335 133 PS 019 719

Family Day Care Licensing Study.
PUB DATE- Aug 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Discipline; Early Childhood Education; *Family Day Care; National Surveys; State Legislation; *State Programs; Teacher Education; Teacher Qualifications; Zoning
IDENTIFIERS- Sick Child Care; *State Regulation

The 1990 Family Day Care Licensing Study provides the results of a nationwide survey of state regulatory agencies that was conducted to update family day care licensing information last collected in 1989. As in past years, the study includes an in-depth examination of regulatory requirements for large family day care homes. The study has been expanded to include information on pending legislation in each state regarding regulations, liability insurance, and zoning. Information on sick child care regulations, and square footage requirements for family day care homes, has also been included. Prefatory materials consist of an introduction, highlights of key findings, definitions, a summary of survey questions and answers, and a state-by-state chart of regulatory requirements for small family day care providers. Most of the document consists of state-by-state breakdowns of family day care regulations. Data from the states have been organized into eight categories: (1) regulations and requirements; (2) training and orientation; (3) provider qualifications; (4) discipline; (5) zoning; (6) pending legislation; (7) sick child care regulations; and (8) local contacts. The final section of the document provides a state-by-state list of regulatory agencies. (RH)

ED 335 134 PS 019 723

Leder, Gilah C.
Early School Experiences: Gender Differences in Mathematics Learning.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Foreign Countries; *Mathematics Instruction; Performance Factors; *Preschool Children; Preschool Education; *Sex Differences; *Student Participation; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Styles
IDENTIFIERS- Australia (Melbourne)

This study of gender differences in mathematics learning examined two 4-year-olds who attended a Melbourne, Australia preschool.

themselves breastfed nursed their infants more at one month than did mothers who were bottle-fed. Long-term nursers were mothers who: (1) had adjusted optimally to pregnancy and motherhood; (2) most often characterized their marriages as satisfying during the prenatal period and the first year after the child s birth; and (3) were most satisfied with the support their husbands gave them. A copy of the breastfeeding section of the National Health Promotion and Disease Prevention Objectives of the U.S. Department of Health and Human Services is included. (BC)

ED 335 155 PS 019 819

Ogawa, Masakata; And Others
Differences in Creative Thinking between Japanese and American Fifth Grade Children.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Creative Development; *Creative Thinking; *Creativity Tests; Cross Cultural Studies; Elementary Education; *Elementary School Students; Foreign Countries; Grade 5
IDENTIFIERS- *Cognitive Flexibility; Cognitive Fluency; *Cross Cultural Testing; Japan; United States

This study compared the creative thinking areas of flexibility and fluency of fifth grade Japanese and American children. A new instrument for cross-cultural settings, consisting of ten flexibility items and six fluency items, was constructed and administered to fifth graders. The results indicated that there were no differences in fluency between the 73 Japanese and 41 American children, but American children scored higher in flexibility than did Japanese children. No gender difference for either creative thinking area was found. A list of seven references is included. (BC)

ED 335 156 PS 019 872

Ungraded Primary Programs: Steps toward Developmentally Appropriate Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Educational Practices; *Nongraded Instructional Grouping; *Outcomes of Education; *Primary Education; Program Descriptions; State Legislation
IDENTIFIERS- Kentucky

This volume presents case studies of 10 ungraded primary programs. Also discussed are the obstacles, accomplishments, advantages, and disadvantages of ungraded primary programs experienced by the faculties of these schools; their recommendations for future implementation; and the literature on multi-age grouping and ungraded primary programs. Case studies were used to: (1) illustrate concepts, procedures, and materials being used by schools that had initiated ungraded primary programs; (2) provide contact information for these schools so that other educators could call on them for assistance; and (3) assess commonalities in effective ungraded show that in some tribes, observation, self-testing in private, and then demonstration of a task for approval are essential steps in learning. Indian children often hesitate to participate in large and small-group recitations, but are talkative during interactions with the teacher or student-led group projects. Cherokee children prefer cooperation over competition, and will often hide academic competence to avoid seeming superior. These cultural styles of learning do not match the learning environment of the typical classroom. Although group characteristics may provide a basis for further investigation into individual characteristics, overgeneralizing group tendencies can have the ill effects of stereotypic notion, discriminatory practice, and inappropriate excuses for failure in teaching and learning. Teachers should observe students preferred ways of learning and plan learning experiences accordingly. New ways of learning can be gradually introduced as children become more comfortable. Teachers also benefit from learning about students backgrounds and values, and the norms of the community. Teachers must be aware of their own learning style and related teaching style strengths. Assessment tools are available to identify both learning- and teaching-style tendencies. (KS)

ED 335 176   RC 018 176

Santiestevan, Stina
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Bilingual Education; Bilingualism; Elementary Secondary Education; *Hispanic Americans; *Immigrants; Non English Speaking; Population Growth; *Spanish Speaking
IDENTIFIERS- ERIC Digests

This ERIC digest examines the Spanish-speaking group in the United States, its growth through net immigration and natural increase, and its eventual decline as speakers shift to English. The Hispanic population is growing rapidly, but data suggest that U.S. Hispanics do learn and speak English. Research predicts that by the year 2001 the Spanish-speaking group will total 16.6 million and some 95% of the immigrant population will have Spanish for their mother tongues. However, only a bare majority of the U.S. native born will be given Spanish as their first language. Although most Hispanic immigrants remain lifetime bilinguals, the language shift begins immediately upon an immigrant s arrival in the United States, and ends within approximately 15 years. The language shift spans three generations, beginning with the immigrants who continue to speak Spanish, and ending with their grandchildren who virtually all have English as their mother tongue. Policy implications are: (1) the English language is not endangered by the use of Spanish; (2) simple courtesy suggests that essential public announcements and services should be provided in Spanish; (3) more English classes for adults are needed; (4) Spanish-speaking children need bilingual education; and (5) bilingual capabilities should be encouraged among all. (KS) within a community. Because of the diversity of the disabled population, they have no collective identity. Participation in recreational activities can give the disabled an identity, provide a sense of belonging, and help to generate life purpose and meaning. The staggering costs of supporting handicapped individuals can be reduced by rehabilitating disabled people so they may be employed. Recreation can serve as a stepping stone to the world of work by providing challenging opportunities in wild environments, which are a positive setting for developing many of the emotional, social, and intellectual skills that work demands. Individuals become more receptive to attitude change when participating in recreation. By observing disabled people participating in recreation, community attitudes toward the disabled become more positive. (KS)

ED 335 195 RC 018 281

Feather, Frank
The Forces Restructuring Our Future and Outdoor Recreation: Transcription of Keynote Speech.
PUB DATE- 91
NOTE- 23p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Change; Ethics; *Futures (of Society); *Leisure Time; Manufacturing Industry; *Political Influences; *Social Change; Sociocultural Patterns; *Technological Advancement; Tourism

This futurist keynote speech of the National Conference for Outdoor Leaders addresses the social, technological, economic, and political forces that are restructuring the world. The concept of geostrategic thinking has the components of global thinking, futuristic thinking, and seeking opportunities. Important developments include: (1) wealth will come from improved efficiency and productivity; (2) an aging society will mean changes in types of recreation pursued; (3) a common market in North America consisting of free trade with Canada and Mexico will develop further; (4) a shift in manufacturing will be caused by the availability of cheap labor in Mexico; (5) industries will increasingly address the needs of women; (6) a "super sexual" attitude, where people use differences between the sexes to transcend gender, will evolve; (7) education will need to reinvent itself; (8) transcultural skills will be necessary to live in the global village; (8) businesses and organizations must be high-tech; (9) an emphasis on pleasing the customer will emerge; (10) increasing networks allow real-time market research information; (11) the Forest Service should set the agenda for environmental issues through education; (12) an economic mini-depression will end by 1993; (13) leisure and tourism will be a huge industry by the year 2000; (14) ethics will be a priority in the nineties; and (15) political reform will come throughout the political system. (KS)

ED 335 196 RC 018 283

Cashdan, Rochelle
Opening Students Ears to Tribal Talk.
PUB DATE- May 87

*Mathematics Instruction; Secondary School Mathematics; Sociocultural Patterns; Teaching Methods
IDENTIFIERS- *Constructivism; Discourse; *Mathematics Education Research

Calls for the unification of mathematics education research have been made from many pedagogic perspectives, particularly with respect to the need for raising dynamic models that bridge the learning-teaching gap and that portray the ways that the meanings of specific mathematical procedures and concepts are constructed within individual classrooms. Such a model is presented in an attempt to examine a unifying theoretical representation of the intellectual processing that occurs between the identification of a task within a classroom milieu and the commencement of actions planned as a resolution of that task by the teacher and students. There exist three important assumptions made with respect to this model: (1) instruction as it occurs in the classroom is a social-cultural/anthropological process involving "negotiated tasks" that are attributed "community meaning" that is acquired through workings external to individual or idiosyncratic constructions of meaning and are derived from shared teacher-student and student-student discourse; (2) the teacher and the students come to that discourse with internally constructed "situated tasks" that are the result of dynamic interactions among individual attending, individual frameworks of knowledge, and individual systems of perception; and (3) aspects and interactions of both cognition and affect are significant to the establishment of situated tasks. (47 references) (JJK)

ED 335 215 SE 052 174

Kouba, Vicky L.; McDonald, Janet L.
A Model for Inferring Components of Belief Systems by Interpreting the Content and Context Cues Used by Students to Situate Mathematical Tasks.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cognitive Development; *Context Effect; *Cues; Elementary School Mathematics; Elementary Secondary Education; Learning Processes; Mathematical Linguistics; Mathematics Education; Mathematics Instruction; Mathematics Teachers; *Performance Factors; Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *Constructivist Theory; Mathematics Education Research

Confrontation with a mathematical task causes a student to focus initial attention upon particular content and context cues based upon that student s belief system; the student assigns subsequent meaning to that task based upon previous mathematical experience and knowledge. In order to make effective use of students belief systems, educators need delineations both of the components of those systems and of the interactions of those systems with students cognition. A model is presented for the inference of the positive and negative components of students belief systems by interpretation of the content and the context cues that students use within their mathematical identification and construction techniques. Three assumptions that parallel those concerning teachers belief

Pollution; Problem Solving; Public Opinion; Recycling; Role Playing; *Science Activities; Science Education; *Secondary School Science; Simulation; *Teaching Methods; Waste Disposal; Water

The ability to think critically is essential if individuals are to live, work, and function effectively in our current and changing society. The activities included in this publication were selected to identify a variety of effective strategies for teaching critical thinking skills through environmental education. Activities include library research and analysis of information; interviewing and analysis of information obtained through interviews, debates, simulations, and role playing; analyzing speeches and presentations; case studies; critical writing for community action; planning alternative actions; and evaluating alternative actions. The activities also emphasize analyses of materials and ideas by individual students, analyses and comparisons of analyses within small groups of students, class analyses and discussions of materials and ideas, comparing student developed materials and statements to published and community statements, and rethinking ideas at all levels of analyses based on new or different information. Topics include recycling, magnetism, packaging, plastics, water use, energy conservation, waste disposal, ecology, plant growth, soil compaction, wildlife, endangered species, carrying capacity, pollution, and zoning. Each activity includes the title, level, subject, reference, objectives, procedures, extensions and variations, and evaluation. Twenty-five references are included. (KR)

ED 335 233   SE 052 225

Disinger, John F.; Howe, Robert W.
Trends and Issues Related to the Preparation of Teachers for Environmental Education. Environmental Education Information Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Science; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Science and Society; Science Curriculum; Science Education; *Secondary School Science; Teaching Methods; Technology

This publication reviews the literature pertaining to teacher education in, about, and for environmental education. The first section includes the definition, goals, and objective of environmental education. The second section summarizes the recent and current status of environmental education in elementary and secondary schools in the United States, with attention to implications for teacher education. Sections III and IV deal with foundation and content competencies for environmental educators. Section V addresses current teacher education activities in the field, and the sixth section summarizes trends and issues in preservice and inservice teacher education for environmental learning. A list of 52 references is provided. (KR)

ED 335 234   SE 052 226

project identification, and project preparation; these are the three main stages in the formulation of a project. Each section is structured to include: an introduction; principal questions that have to be answered in the identification and preparation of projects; a detailed list of information to be gathered, analyses and studies to be undertaken, and methods and criteria to be adopted; and examples. The general principles and essential questions are applicable to all UNESCO s spheres of competence. The analyses, methods, and criteria, originally designed for the education sector, must be adapted to the sector and the nature of the project undertaken. (DB)

ED 335 255 SO 021 306

Little, Angela
Understanding Culture: A Pre-Condition for Effective Learning.
PUB DATE- Jan 90
NOTE- 101p.; A study prepared for the World Conference on Education for All (Thailand, March 5-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Cultural Background; *Cultural Influences; Educational Anthropology; Elementary Secondary Education; Foreign Countries; *Foreign Culture; *Learning Strategies; *Learning Theories; Teaching Methods

This paper is concerned with the cultures of learning and the customs of learners. A distinction is drawn between the base learning culture of the learner as that which represents the knowledge, learning orientations, and strategies the learner brings to a learning situation, and a cultural learning posture that comprises the knowledge, learning orientations, and learning strategies of the educators. The base learning culture represents what the learner brings to the learning event. The cultural learning posture represents what the learning event brings to the learner. A wide variety of base learning cultures and cultural learning postures from around the world are examined in terms of knowledge content, learning orientations, and learning strategy. If effective learning is to take place by all, then those who bear responsibility for educating need to apprehend the cultural base of the learner and to present elements of the cultural learning posture that seek to share with the learner in a way that connects with postures previously encountered by the learner. A 63-item list of references is included. A paper by G. R. Teasdale "Interactions Between Traditional and Western Systems of Learning: The Australian Experience" also is included as an appendix. (DB)

ED 335 256 SO 021 312

Doh, Jonathan P.
Free Trade for New York: The Economic Impact of the Canada-United States Free Trade Agreement on New York State. Rockefeller Institute Special Report Number 30.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; *Economic Impact; Foreign

transformational imagery strategies improve student recall of specific associations. However, interview data suggested that the approach may constrain the associated meaning. Trends in the data are consistent with elaboration theory and could inform scholars and researchers who wish to analyze effects of visual and verbal associations. (KM)

ED 335 280 SO 021 537

Smith, Ralph A., Ed.
Cultural Literacy & Arts Education.
PUB DATE- 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; Art Appreciation; Art Education; Cultural Activities; *Cultural Influences; Dance; *Educational Philosophy; *Fine Arts; Literature; *Music Appreciation; *Theater Arts
IDENTIFIERS- *Cultural Literacy; Hirsch (E D)

Thirteen experts in the visual arts, literature, music, dance, and theater responded to the arguments of E. D. Hirsch s "Cultural Literacy: What Every American Needs to Know", focusing particularily on his alarm at the serious slippage that has occurred in the background knowledge and information prerequisite for effective communication. These authorities addressed two questions: (1) What it means for people to be "literate" (that is, able to understand communications and have relevant experiences) in various art forms? (2) What sorts of context should such individuals bring to their encounters with works in these art forms and what would that imply for arts education? The contributing specialists are E. D. Hirsch, Jr., Harry S. Broudy, Jerrold Levinson, Patti P. Gillespie, Walter H. Clark, Jr., John Adkins Richardson, Francis Sparshott, Clifton Olds, Marcia Muelder Eaton, Ronald Berman, Lucian Krukowski, Michael J. Parsons, and David J. Elliot. (KM)

ED 335 281 SO 021 596

Kelchner, Thomas A.
Art for the Mentally Retarded: Methodology and Techniques for a Broad Based Approach.
PUB DATE- 22 Mar 91
NOTE- 10p.; Paper presented at the Annual Conference of the National Art Education Association (Atlanta, GA, March 20-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; Art Criticism; *Art Education; Art History; Artists; *Educational Philosophy; Elementary Secondary Education; *Learning Problems; *Mental Retardation; Philosophy; Self Esteem
IDENTIFIERS- Discipline Based Art Education

Many aspects of discipline-based art education (DBAE) can be used with mentally retarded students and the effects of this approach can be exciting and fulfilling for them. Art criticism activities improve mentally retarded students visual awareness, verbal skills, and ability to think independently. They are able to progress through the steps of art criticism,

School Cooperation; *Educational Change; *Educational Principles; Elementary Secondary Education; Governing Boards; Higher Education; *Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Goodlad (John I); Professional Development Schools

This booklet outlines several conclusions about teacher education, socialization, and certification taken from "Teachers for Our Nation s Schools" by John I. Goodlad. They form the basis of a call-to-action for college and university leaders. The process of changing teacher education must begin with college and university leaders giving serious thought to basic questions about institutional commitment, curriculum, supportive structures, students, and plans for action. The whole institution must be involved in the change process; this includes the governing board, the president and academic vice-president or provost, the arts and sciences dean, the education dean, and the faculty. Recommendations are detailed for each of these administrators. (IAH)

ED 335 304 SP 033 100

Ridgen, Diana W.
What Business Leaders Can Do To Help Change Teacher Education. Advancing the Agenda for Teacher Education in a Democracy: A Guide for Business Leaders.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- 90
NOTE- 22p.; One of four guides which accompany "Teachers for Our Nation s Schools" by John I. Goodlad (ED 330 655); for related documents see SP 033 098-101.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Corporate Support; *Educational Change; Educational Finance; *Educational Improvement; Higher Education; *Preservice Teacher Education; School Business Relationship; *Teacher Education Curriculum
IDENTIFIERS- *Business Role; Goodlad (John I); Professional Development Schools

This booklet provides information intended to contribute to the business community s knowledge about major issues and goals of teacher education. In addition, the booklet offers specific suggestions on ways corporate funders, concerned about the quality of classroom teachers, can develop and support appropriate projects to promote better teacher preparation. Business leaders can: (1) help design more effective general education curricula; (2) make sure teachers know a variety of ways to teach; (3) create a model teacher education program; (4) recruit top-quality students; and (5) link teacher education with school reform. Specific strategies which are discussed include: helping to create effective clinical schools; providing scholarships and fellowships to future teachers; developing new teaching assessment models; setting up an individual partnership program between employees and teacher education programs; and developing case studies for future teachers. (IAH)

ED 335 305 SP 033 101

specific population, integrating ESL and content instruction, increasing parent and community involvement in the child s second language learning, training ESL and bilingual education teachers professionally, supporting writing across the curriculum, and doing a better job of integrating and training international students. Contains 44 references. (MSE)

ED 334 844 FL 019 296

Ramos, Rosa Alicia
Issues in Contemporary Spain: A Multimedia Approach to Teaching Language and Culture in Context.
PUB DATE- 1 Jul 91
NOTE- 46p.; Revised version of a Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (23rd, New York, NY, November 1989). Some of the appended matter will photocopy marginally.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *College Second Language Programs; *Cultural Context; Cultural Education; Democracy; *European History; Films; Foreign Countries; Higher Education; Modern History; *Multimedia Instruction; Politics; Radio; Second Language Instruction; Social Change; *Spanish; Technological Advancement
IDENTIFIERS- *Authentic Materials; *Spain

A method of combining second language learning and cultural education at the advanced level is described. In a third-year college Spanish course, the subject of post-Franco Spain is used as the context for developing reading, writing, speaking, and listening skills and also serves as content area in itself. In addition to instructional texts, diverse authentic materials are used, including non-literary readings (journalistic writings, essays, interviews, letters, memoirs, speeches, comic strips, posters, and others), unsubtitled feature films, and taped audio newscasts. Topics covered include: the civil war; conflicts of transition and the triumph of democracy; regional identity, terrorism, and nationalism; social effects of rapid modernization; and feminism and the freedom to forge sexual and gender identity. Every student selects three topics and prepares an oral report for each, one a straightforward presentation, one a discussion with other class members, and one a simulation. In addition, each student writes and revises five to seven brief papers. An oral interview targeting both language proficiency and content serves as a final assessment of student learning. A syllabus and a variety of instructional materials are appended. (MSE)

ED 334 845 FL 019 297

Rumbaut, Ruben G.
Immigrant Students in California Public Schools: A Summary of Current Knowledge. Report No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

Problems of Language Teachers in Large Classes. Lancaster-Leeds Language Learning in Large Classes Research Project. Project Report No. 10.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; *Class Size; *Coding; Elementary Secondary Education; Foreign Countries; Instructional Improvement; Language Teachers; Questionnaires; *Research Methodology; *Second Language Instruction; Second Languages; *Surveys; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- Senegal; South Africa

This report describes methodological problems encountered in categorizing or coding responses to a questionnaire. The survey in question was designed to investigate the problems encountered by language teachers in two African countries in teaching large classes. The key analysis was of the responses to two survey items: "Large classes make it difficult for me to do what I would like to do because..." and "With an ideal number of students in my class, I could...". Analysis of the responses was in five stages: coding; defining three categories for classification of responses (effect, affect, and effort); finding correlations between the two questions; drawing up the first chart of responses; and elaborating the classification system. All of the data from South African teachers were analyzed first; next, data from Senegalese teachers were processed. The dilemma of how to accommodate all responses without distorting or omitting data was resolved by approaching categorizing questionnaire responses from the respondents point of view rather than imposing a rigid system of analysis. This approach allowed the researchers to account for virtually all responses. One disadvantage was the resulting large number of categories and subcategories. The questionnaire and charts illustrating the classification system are appended. (MSE)

ED 334 864 FL 019 321

Pearson, Bethyl A.; Xu, Qiang
Ways To Achieve "Working Consensus": Some Cross-Cultural Considerations.
PUB DATE- Mar 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); *Group Dynamics; Higher Education; *Intercultural Communication; *Language Variation; Mandarin Chinese; Native Speakers; North American English; *Standard Spoken Usage

A study investigated cultural variations in the ways groups of speakers reach consensus in the face of disagreement or suggestion. Subjects were six graduate students in each of five groups: one composed of native speakers of American English, two of Taiwanese Chinese, and two of mainland Chinese. Each group performed a desert survival exercise, arriving at agreement on a ranking of items needed for survival. One Taiwanese Chinese and one mainland Chinese group were given instructions in Mandarin; others were instructed in English.

content are: areas involving self-concept and self-esteem; problem solving and decision making skills development; learning skills and strategies; and interpersonal relations. Contains 117 references. (GLR)

ED 334 884 HE 024 677

Zeller, William, Ed.; And Others
Residence Life Programs and the First-Year Experience. The Freshman Year Experience. Monograph Series No. 5.
PUB DATE- 91
NOTE- 149p.; For other titles in this series, see HE 024 673-676.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); *College Freshmen; College Housing; Dormitories; Group Experience; Higher Education; Residential Colleges; *Residential Programs; School Holding Power; *Student Needs; *Transitional Programs

This monograph contains papers which suggest means of implementing residential programs, services, and facilities that will help to meet the needs of first-year college students. Fourteen papers are presented and are as follows: "Reflections on the First Year Residential Experience" (John N. Gardner); "The Role of Residential Programs in the Recruitment and Orientation of New Students" (Brenda Rust O Beirne); "Assigning First-Year Students to College Residence Halls" (Roger A. Ballou); "The Role of Residence Life Programs in Easing the Transition for First-Year Students" (Robert E. Mosier); "Encouraging the Retention and Academic Success of First-Year Students" (Derrell Hart); "Paraprofessional Staff and the First-Year Experience" (Lawrence J. Miltenberger); "Residence Life Programming and the First-Year Experience" (Kim Dude and Shawn Shepherd Hayhurst); "Leadership Education and the Residential First Year" (William J. Zeller); "Residence Life Programs and the First-Year Experience: Personal Safety and Security" (John A. Sautter); "Decision Making and Career Planning as College Success Factors in the Residential First Year" (Michael B. Hoctor and Carol Roberts-Corb); "Promoting Diversity Among New Students in Predominately White Residence Halls" (Lyn Jackson); "The Joys and Sorrows of Moral and Intellectual Maturation" (John M. Whiteley); and "Assessment and Evaluation" (Carolyn J. Palmer). Summary and conclusions are provided by M. Lee Upcraft. References follow papers. (GLR)

ED 334 885 HE 024 678

Gardner, John; And Others
Guidelines for Evaluating the Freshman Year Experience.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Advising; *College Freshmen; Dormitories; Extracurricular Activities; Group

PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Admission Criteria; Educational Practices; Educational Resources; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Graduate Study; Guidelines; Higher Education; International Educational Exchange; *Postsecondary Education; *Preschool Education; Program Descriptions; *Student Placement; *Teacher Education; Undergraduate Study
IDENTIFIERS- *Yugoslavia

This workshop report examines the educational system in Yugoslavia. The report begins with a general introduction to Yugoslavia, briefly reviewing its history. its natural resources, and its geography. Next, Yugoslavia s educational system is outlined, with brief discussions of its history before and after 1974 and an account of the various languages of instruction. Primary and preprimary education are analyzed next, followed by an explanation of Yugoslavia s secondary education system, including a review of the admission requirements, the academic year, the grading system used, the programs of study, and examinations. Descriptions of the country s tertiary and university education are next provided, with separate outlines of the graduate and undergraduate systems. Following this, selected fields of study in Yugoslavia s higher education system are reviewed, including subject areas within agriculture, business, engineering, health education, law, military education, performing and fine arts, and teacher training. Finally, guidelines for U.S. admissions officers are presented to assist them in placing students from Yugoslavia within their institutions. An appendix presents institutional profiles of 21 institutions of higher education. Contains an index, a glossary of Yugoslavian (Serbo-Croatian and Slovenian) terms, and a 6-item bibliography. (GLR)

ED 334 905 HE 024 734

McCormick, Theresa
An Analysis of Some Pitfalls of Traditional Mentoring for Minorities and Women in Higher Education.
PUB DATE- 4 Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Counseling; College Faculty; Collegiality; Ethnic Groups; *Faculty Development; *Faculty Promotion; *Females; *Helping Relationship; Higher Education; Interpersonal Relationship; *Mentors; *Minority Groups; Minority Group Teachers; Postsecondary Education; Racial Factors; Social Behavior; Teacher Promotion; Women Faculty

This paper addresses the problems associated with mentoring programs for people of color and women in postsecondary education by providing a theoretical framework for their analysis, by exploring mentoring as a promising tool to help solve them, and by advocating the initiation of mentoring of minorities and women as a policy in school systems and universities. Some of the pitfalls of mentoring that are

Characteristics
IDENTIFIERS- Alaska; *Sitka Borough School District AK

The report analyzes data from a survey of 133 Mt. Edgecumbe High School (Alaska) graduates from 1985-86 through 1988-89. Findings included the following: 50% of graduates were female and 50% male; the largest ethnic group was Eskimo (42%) followed by Aleuts (24%) and Caucasians (12%); 47% of graduates were attending postsecondary institutions on a full- or part-time basis; 35% were in non-military occupations, 5% were homemakers, 3% in the military, and 11% unemployed; 73% of current postsecondary students were attending Alaskan institutions, with 27% attending out-of-state schools; the largest percentage of students with a known major were majoring in business (24%); college students had a mean grade point average of 2.93; and students parents had a mean of 11 years of education. A separate, more in-depth profile of students currently attending a postsecondary institution is provided. Extensive graphs and charts detail the findings. (DB)

ED 334 926 HE 024 762

Khammash, Salma B.
A Comparative Study of Academic Achievement of University Students from the Two Secondary-Systems in Kuwait: 1982 to 1986.
PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Outcomes Assessment; *College Preparation; Credits; Educational Innovation; Educational Trends; Foreign Countries; Higher Education; *Liberal Arts; *Nontraditional Education; *Science Education; Secondary Education; Sex Differences; *Traditional Schools; Trend Analysis
IDENTIFIERS- *Kuwait

The study compared college achievement of Kuwaiti students from two secondary programs; a traditional one resulting in a General Secondary School Certificate (GSSC) and a "Unit Credit System" (UCS) which emphasizes more student independence and responsibility and less rote learning. Under both systems, secondary students specialize in either the arts or sciences. The study sample included 581 students (248 GSSC and 333 UCS) for the College of Arts and 555 students (230 GSSC and 325 UCS) for the College of Science. In an examination of first-year performance, findings indicated that students from the UCS system had slightly higher secondary school percent scores for both sexes and both streams (arts and sciences); female students from both streams and both systems (especially the UCS) performed significantly better than males in the College of Arts; students from the traditional system performed better than UCS students in the College of Science for those who enrolled in 1982-85, males from the traditional system had higher college grade point averages than males from the UCS system; more students from the UCS failed courses than from the GSSC in the Arts college but students from both systems failed in equal numbers in the Science college; and more GSSC students (75% compared to 69%) at the College of Science exhibited normal progress. Results suggest that both secondary systems should continue to be evaluated. (Includes 12 references and 13 tables.) (DB)

Education; Nonprofit Organizations; Part Time Students; Private Colleges; Public Colleges; Sex; Student Educational Objectives; Two Year Colleges; Undergraduate Students

This report presents enrollment data for institutions of higher education in the 50 states and the District of Columbia from the "Fall Enrollment" survey which is part of the Integrated Postsecondary Education Data System survey administered by the National Center for Education Statistics. The first set of tables presents enrollment statistics in higher education for the fall of 1989 by selected institutional and student characteristics. The second set of tables displays state enrollment data for selected years, as well as current statistics, by type and control of institution and sex of student. The introduction presents highlights of the findings. Among these are findings showing that, since 1988, there have been: a 3 percent increase in higher education enrollment; a 2 percent increase in private school enrollment; a 3 percent increase in public school enrollment; and a drop of 1.3 percent in enrollment of first-time freshmen with a greater decrease for women than for men; however, the number of women in postbaccalaureate programs increased more than the number of men in such programs). Appendix A presents enrollment data by age of students along with a discussion of possible questions regarding the validity of such data. Appendix B discusses survey methodology and provides related tables. Appendix C is a glossary. (JB)

ED 334 946 HE 024 801

Morgan, Robert L.; And Others
Classification of Instructional Programs, 1990 Edition.
PUB DATE- Aug 91
NOTE- 352p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Academic Education; *Classification; Codification; Dental Schools; Higher Education; Home Economics; Individual Development; Intermediate Grades; Leisure Education; Medical Education; Middle Schools; Postsecondary Education; *Program Descriptions; *Programs; Secondary Education; Technical Education; Veterinary Medical Education; Vocational Education
IDENTIFIERS- Reserve Officers Training Corps

This document, the Department of Education s standard educational program classification system for secondary and postsecondary schools, supersedes all previous editions. The manual is divided into seven chapters, each of which contains, in numerical order, the complete list of currently active Classification of Instructional Programs (CIP) 6-digit codes pertaining to the topic of that chapter, arranged in 4-digit and 2-digit series. Chapters are organized as follows: chapter 1, academic and occupationally specific instructional programs; chapter 2, comprehensive homemaking skills programs; chapter 3, technology education programs offered in middle and secondary schools; chapter 4, Reserve Officer Training Corps programs; chapter 5, personal improvement and leisure-time activity programs; chapter 6, dental, medical, and veterinary residency programs; and chapter 7 instructional programs leading to diplomas and certificates awarded at the secondary educational level only. Seven appendixes provide the following materials: a chart linking 1990 codes to 1985 codes; a crosswalk of 1985 codes; all 1985 codes deleted in the 1990 list; all programs added to the 1990 list; an alphabetical listing of all 1990 codes; a glossary of CIP terms, and a list of CIP review

PUB DATE- Dec 88
NOTE- 23p.; Unpublished manuscript.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Educators; *Adult Learning; *Andragogy; Continuing Education; *Distance Education; Foreign Countries; Higher Education; *Learner Controlled Instruction; Personal Autonomy; Questionnaires; Surveys; *Teacher Attitudes
IDENTIFIERS- Canada; *Learner Centered Instruction

This paper reports the results of an initial exploration into the attitudes and practices of some selected Canadian distance educators regarding a learner-centered view of education. Twenty-nine Canadian distance education teachers and administrators responded to questionnaires concerning attitudes toward distance education, student autonomy in learning, student and teacher roles in learning, and course and materials design. Comments in regard to learner centered instruction were also solicited. The results of the survey indicate that, while the respondents support and recognize student views and initiatives in program design and implementation, they do not necessarily advocate complete learner controlled instruction. It is concluded that a balanced approach is needed that would take into account the complexity of the distance education process, including the nature of course content, course delivery methods, and student backgrounds. It is suggested that future research may address the attitudinal and andragogical issues in greater detail. (26 references) (DB)

ED 334 967 IR 015 039

Policy and Procedure Manual for Microcomputer Operations, West Orange High School Media Center. Revised April 1991.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Centers; Computer Software; Copyrights; High Schools; Laboratories; *Learning Resources Centers; *Library Administration; Library Services; *Media Specialists; *Microcomputers; Users (Information)
IDENTIFIERS- *Orange County Public Schools FL

This manual of microcomputer operations for the media center is intended to serve as a guide for students, faculty and staff of West Orange High School, Florida. The philosophy behind the media center is that students and teachers benefit from library services, and that all related equipment, schedules, procedures, and materials should be organized with this in mind. The manual includes the following sections: (1) job descriptions for media specialists in microcomputer operations; (2) guidelines, services, and policies for student use including copyright, access, tutorial programs, computer hardware and software, circulation, and laboratory organization; (3) guidelines, services, and policies for staff use including copyright, access, inservice programs, computer labs for class use, computer hardware and software, off-campus use, circulation, supplies, and damages; (4) selection, processing, and inventory of software including selection guidelines, gifts, software evaluation, budget and ordering

(BBM)

ED 334 985 IR 015 148

Higginbotham-Wheat, Nancy L.
CBI: Systems or Medium?
PUB DATE- 91
NOTE- 14p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Delivery Systems; *Educational Media; Elementary Secondary Education; *Evaluation Criteria; Instructional Design; *Instructional Systems; *Media Research; Microcomputers; Research Design

This paper addresses one area of conflict in decisionmaking in computer-based instruction (CBI) research: the relationship between the researcher s definition of CBI either as a medium or as an integrated system and the design of meaningful research questions. (A medium is defined here as a device for the delivery of instruction, while an integrated system incorporates the medium, the learner, the designer, all of the experimental variables, the hardware, the learning environment, and the software, all working together toward the intended outcome of learning.) Through a review of the literature, this paper not only explores the differing definitions of CBI as either a system or a medium, but provides examples of CBI utilized as each. Implications for researchers based on the definition of CBI as a system or a medium are discussed, and guidelines for evaluating current research in the field are provided. (31 references) (Author/BBM)

ED 334 986 IR 015 149

Igoe, Ann R.
Learners Self-Reports of Characteristics Related to Academic Achievement and Motivation.
PUB DATE- 91
NOTE- 15p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Difficulty Level; High Schools; *Individual Characteristics; Junior High Schools; Multivariate Analysis; *Predictor Variables; *Sex Differences; *Student Motivation; Tables (Data)

This study investigated continuing motivation for hard and easy tasks and subjects judgements of selected learner characteristics purported to be related to learning and motivation. The data were collected through subjects self-reports on a Student School and Work Survey questionnaire. The subjects were approximately 100 males and 100 females from the seventh, ninth, and eleventh grades. The return to task (motivation) measure on the questionnaire consisted of

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Computer Assisted Instruction; *Epistemology; Guidelines; *Instructional Design; Instructional Development; Instructional Systems; *Learning Processes; *Models
IDENTIFIERS- *Intelligent Tutoring Systems

Arguing that the evolution of intelligent tutoring systems better reflects the recent theoretical developments of cognitive science than traditional computer-based instruction (CBI), this paper describes a general model for an intelligent tutoring system and suggests ways to improve CBI using design principles derived from research in cognitive science rather than behavioral psychology. Differences between the two types of instructional systems are explained, and four major components incorporated in all intelligent tutoring systems are identified: (1) the user interface, which provides the means for two-way communication where the learner is engaged in some activity while the system is interpreting that activity in order to make a meaningful response; (2) the learner model, which is a representation of the errors or misconceptions that commonly occur when learners are exposed to the content; (3) the expert model, which is typically a database that represents the knowledge of an expert in the domain; and (4) pedagogic knowledge, which receives the results of a comparison of the learner s present knowledge state with knowledge in the expert model and makes decisions about what, when, and how information is to be communicated to the learner. Each of these components is then discussed in the context of design principles and general guidelines for designers of CBI derived from research in cognitive science and intelligent tutoring systems. It is concluded that, in order for developers of CBI to integrate these findings into their practice, a new perspective, which will require different assumptions about learning than the instructional design models currently in use, is necessary. (36 references) (BBM)

ED 335 004   IR 015 171

Orey, Michael A.; And Others
Integrating Cognitive Theory into Gagne s Instructional Events.
PUB DATE- 91
NOTE- 10p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cues; *Epistemology; Feedback; *Instructional Design; *Instructional Development; *Learning Processes; *Models; Prompting; Reinforcement; Transfer of Training
IDENTIFIERS- *Gagne (Robert M)

This paper explores the possibility of integrating cognitive theory into an established instructional development model, i.e., Gagne s nine events of instruction. Based on the third edition of Gagne s book, this paper describes the most up-to-date notions of how cognitive theory impacts on this development framework. Each of the nine events is presented in a separate section, together with the learning process associated with that instructional event and current cognitive theories as they relate to it: (1) Gaining Attention. Reception of patterns of neural impulses; (2) Informing the Learner of levels of processing. It is suggested that as the components of visuals increase in complexity, lateral function become less specialized and more unified. (1 table, 3 figures, and 28 references) (BBM)

ED 335 021 IR 015 188

Wilkins, Dennis A.; And Others
Instructor s Plan: A Lesson Planning Expert System for School Teachers.
PUB DATE- 90
NOTE- 4p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer System Design; Elementary Secondary Education; *Expert Systems; Formative Evaluation; Higher Education; *Instructional Design; Microcomputers; Preservice Teacher Education; *Teacher Developed Materials

The product of several years of research and development at Brigham Young University, Instructor s Plan (IP) is an expert system for rapid lesson design and authoring. Its primary audience is preservice and inservice school teachers. It will run on IBM PC, XT, AT, and PS/2 systems and compatibles with a color monitor and at least one floppy disk drive. IP s central feature is its expert system, which possesses two primary components: a knowledge base and an inference engine. Founded on instructional theory that proposes that specific learning conditions require different instructional strategies or strategy modifications in order to optimize learning, the knowledge base contains both production rules and instructional strategies. The instructor can access directly and make modifications to the instructional strategy aspect. The inference engine manages the knowledge base and the inferencing process, governing the questions posed to the instructor and the searching of rules, and testing the goals of the expert system to see if they have been accomplished. IP considers two main categories of learning conditions when determining the best instructional strategy--learning outcome and instructional mode--and identifies eight learning outcomes: response, recitation, explanation, classification, prediction, decision, performance, and problem solving. The instructional mode refers to whether the lesson is more instructor or learner centered and controlled. Formative evaluation has shown that instructors find IP very easy to learn to use and they report that it reduces planning time and improves the quality of their lesson design. (11 references) (BBM)

ED 335 022 IR 015 189

Wilson, Brent; Cole, Peggy
Cognitive Apprenticeships: An Instructional Design Review.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

begins with an executive summary which describes the principal study methods, identifies several types of resource sharing, highlights the benefits of resource sharing, profiles the current amount of resource sharing, and recommends strategies for implementing resource sharing in the future. The main body of the report is divided into four sections. Section 1 presents the background of the project, the long-range plan for Arizona libraries, and the methods employed in the project. Information is presented in Section 2 about the status of current interlibrary loan and reference referral services offered by Arizona libraries as well as their technology capabilities. Section 3 provides an economic analysis of interlibrary loan and reference referral, and section 4 discusses options for future resource sharing development. The report concludes with 5 appendixes and 49 tables of survey data. Appendixes include the scope of work from the RFP (request for proposals) from the State of Arizona; a glossary of terms and data collection forms for large and other public libraries, large and other academic libraries, school libraries, and special libraries; a statement of the reliability of the survey; and special analyses of the AILLC (Arizona Interlibrary Loan Center) and the State Reference Center. (MAB)

ED 335 041 IR 053 643

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Information Technology and Library Management. Festschrift in Honour of Margaret Beckman. Papers Presented at the International Essen Symposium (13th, Essen, West Germany, October 22-25, 1990).
PUB DATE- 91
NOTE- 277p.; Publications of Essen University Library 13.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Adoption (Ideas); Developing Nations; Electronic Publishing; Fees; Foreign Countries; Higher Education; *Information Management; Information Networks; *Information Technology; *Library Administration; Library Automation; Library Instruction; Online Catalogs; Optical Data Disks; Technological Advancement; Telecommunications; User Needs (Information)

The 16 papers in this collection focus on the impact of new technologies on libraries and their managers: (1) "Has Technology Failed Us?" (Frederick W. Lancaster); (2) "The Wheel of Fortune: Academic Libraries. IT and the Re-emerging Past" (Alasdair Paterson); (3) "Management Strategies for Enhancing the Adoption of Technological Innovations" (Mary M. Huston and Anita Grahn); (4) "Training Issues in Management of Information Services in an Advanced Technological World" (Ellen Hoffmann); (5) "The Next Generation of Information Products" (Arnoud de Kemp); (6) " Free or Fee Information Resources in Academic Libraries--The Case of Small and/or Developing Countries" (Shmuel Sever); (7) "Providing Scholars with Information from Electronic Books" (Frederick Kilgour); (8) "Micro Management: Multi-Tasking and CD-ROM Applications" (David Price); (9) "CD-ROM-Retrieval in Heterogeneous Networks--Conceptions, Solutions, Conclusions, and Influence on Library Management" (Christian Heinisch); (10) "Co-operative Bibliographic Utilities as a Platform To Support Library Automation and Catalogue Retroconversion in Local Library Systems" (Ronald M. Schmidt); (11) "Managing Information Technology in Academic Libraries" (David R. McDonald); (12) "Information Retrieval at the University Library Vienna--RDB--The Austrian Legal

NOTE- 120p.; For the 1989 edition, see ED 321 774.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1990. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1986-1990) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)

ED 335 061 IR 053 785

Eisenberg, Michael B.; And Others
Trends & Issues in Library & Information Science 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 75p.; For the 1988 edition, see ED 314 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; Futures (of Society); Higher Education; Information Science; Learning Resources Centers; *Library Administration; *Library Education; *Library Research; Library Role; *Library Services; Optical Data Disks; *Technological Advancement; Trend Analysis

This synthesis paper provides a state-of-the-art analysis of the field of library and information science based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The 14 trends and issues identified by the analysis include developments in technology, management, services, professional education, research and the field. The following

funding and internal and external budget considerations. Curriculum oversight and management are reviewed in Chapter IV. Chapter V discusses academic staff, including faculty and counselors. A review of the status of partnerships with senior institutions, secondary schools, and the business community is provided in Chapter VI. Chapter VII examines planning and the status of VCCS management information systems. The organization of the system and the system office are discussed in Chapter VIII. An attached appendix provides agency responses to an earlier version of the review. (JMC)

ED 335 078 JC 910 368

Craig, Ford M.
An Investigation of Assessment and Documentation of Student Academic Achievement in Community Colleges and A Proposed Model.
PUB DATE- Jul 91
NOTE- 149p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; College Role; *Community Colleges; Evaluation Criteria; *Evaluation Methods; Evaluation Research; Institutional Research; *Models; *Outcomes of Education; Questionnaires; Research Utilization; State Standards; State Surveys; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Mid Plains Technical Community College Area NE

In an effort to determine the methods used to assess and document student achievement at two-year colleges within the Mid-Plains Technical Community College Area (MPTCCA) in Nebraska and to develop an effective assessment model for use within the MPTCCA, surveys were sent to 79 chief executive officers representing all public, two-year, technical community colleges in Nebraska and the surrounding states. A total of 64 usable surveys were returned for an 81% response rate. In addition to the survey, interviews were conducted with assessment personnel at MPTCCA member institutions, and available MPTCCA data records were examined. Findings from the questionnaire included the following: (1) 37.5% of the responding institutions indicated that they had an organized, ongoing system to assess student academic achievement; (2) approximately one-half of the assessment plans in use were directly related to the institution s mission statement; (3) student achievement was most frequently assessed in academic transfer and vocational/technical programs; (4) 54.7% of institutions reported using the Assessment of Student Skills for Entry Transfer (ASSET) test; (5) student critique of instruction was used most frequently for pre-graduation assessment, while job-placement studies were the most common approach to post-graduation assessment; and (6) assessment findings were used about equally by institutions for revising curricula, facilitating strategic planning, and meeting accountability mandates. Interviews revealed limited assessment activities within the MPTCCA. A literature review, the survey instrument, interview questions, and a copy of the assessment model are included. (JMC)

ED 335 079 JC 910 369

Hecht, Alfred
Student Ethnic Diversity at Parkland College.

definitions and district contact persons. (JMC)

ED 335 095 JC 910 393

Heverly, Mary Ann
Total Quality Management: Institutional Research Applications.
PUB DATE- May 91
NOTE- 18p.; Paper presented at the Annual Conference of the Eastern Evaluation Research Society (14th, Princeton, NJ, May 20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Planning; Community Colleges; *Institutional Research; *Management Development; *Management Systems; Needs Assessment; Program Descriptions; *Quality Control; *Research Administration; Two Year Colleges
IDENTIFIERS- Delaware County Community College PA; *Total Quality Management

Total Quality Management (TQM), a technique traditionally reserved for the manufacturing sector, has recently spread to service companies, government agencies, and educational institutions. TQM places responsibility for quality problems with management rather than on the workers. A principal concept of TQM is the management of Process Variation, whereby variations in production or quality within a manufacturing or service process are viewed as "special cause" variations, which can be removed by employees operating the process; or "common cause" variations, which require management action to change some inherent feature of the process. The hallmark of TQM is the continual improvement of processes, achieved through a shift in focus from outcomes (or products) to the processes that produce them. TQM achieves its objectives through data collection and analysis. Flow charts, cause and effect diagrams, and other Total Quality Tools are used to understand and improve processes. In 1986, Delaware County Community College (DCCC) began implementing TQM. The college president requested that each administrative unit identify its area mission and develop flow charts for key area processes. In the Institutional Research Office (IRO), internal surveys were utilized to rate the importance of research processes. The IRO emphasis on small, incremental improvements in processes has reduced the amount of crisis management required to run the office. In addition, the IRO has collected data on the flow of external requests for information which significantly reduced turn-around time, and greatly facilitated the planning and scheduling of research activities. Finally, the implementation of TQM has shifted the focus of the IRO to a more consultative role. A list of the IRO key processes is included. (PAA)

ED 335 096 JC 910 395

Satterlee, Brian
The Development of an Operational Guidebook for Curriculum Committee Members at Seminole Community College.
PUB DATE- Nov 89
NOTE- 41p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Childhood Needs; *Family Problems; *Family Programs; *Innovation; Models; Prevention; Profiles; Program Descriptions; Program Development; Social Problems; Social Services; State Programs
IDENTIFIERS- *Arizona

This report was written in an effort to establish a new strategy for reducing the odds of failure for thousands of Arizona s vulnerable children and their families. It echoes the sentiments of a growing number of policymakers, concerned citizens, and parents who hold that the cost of child and family problems is so dramatic, and the amount of preventive investment so inadequate, that substantive and radical changes must occur in the design, delivery, and philosophy of child and family services if children s lives are not to be horribly damaged. The recommended strategy is new in the attention it gives to the interrelated nature of families problems and the designing of an integrated, comprehensive family support system that is accessible and understandable. Section 1 of this report describes the troubling condition of Arizona s children. Section 2 articulates a prevention strategy that could fundamentally change the approach to the delivery of services to vulnerable children and their families. Section 3 describes an agenda for moving Arizona s policies and priorities toward investment, rather than expenditure, for Arizona s children and families. Attachments include descriptions of innovative programs in several states and source information. (RH)

ED 335 114 PS 019 666

Dishion, Thomas J.; And Others
From Family to Friends: Microsocial Process Relating the Two Spheres in Adolescence. First Draft.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 18 Apr 91
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Aggression; Comparative Analysis; Ecological Factors; Friendship; *Interaction Process Analysis; Intimacy; Longitudinal Studies; *Males; *Parent Child Relationship; *Peer Relationship; *Social Behavior; Videotape Recordings

The extent of isomorphism between parent-child to child-friend microsocial interactions was studied by means of videotaped laboratory and observation coding procedures. Similar tasks, coding systems, and behavior clusters were used to describe the topography of parent-child and child-friend interactions. A total of 200 boys were observed while they interacted with their parents at 10 and 14 years of age, and with a close friend when they were 14. Longitudinal comparisons of the rate per minute of behavior clusters indicated an increase in social aggression from ages 10 to 14 in parent-child interactions. Isomorphism between parent-boy and friend-boy interactions was limited: restricted to low, but statistically reliable, positive correlations between the use of the variables "directives" and "laugh" across the interpersonal spheres. The

The study traces the experiences of the students, one female and one male, during their first formal exposure to mathematics in kindergarten. Of particular concern was how the preschoolers interacted with their teacher, the ways in which the students processed the explanations of important mathematical concepts given by the teacher, and the ways in which they approached and handled unfamiliar mathematical problems. Research has indicated that teachers often interact differently with their male and female students, with males attracting more interactions. Findings showed substantial differences in the students involvement during relatively formal, teacher-led sessions concerned with exploring and developing mathematical concepts. The students differed in their response to teacher questions and their patterns of offering unsolicited comments or initiating interactions with the teacher. As a result, the male student s visibility was higher than the female s. The teacher s mode of instruction contributed to higher male visibility and to the provision of opportunities to confirm or challenge students emerging understandings. (SH)

ED 335 135 PS 019 724

Swick, Kevin J.
Discipline: Toward Positive Student Behavior. What Research Says to the Teacher.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Antisocial Behavior; *Behavior Problems; Community Influence; *Discipline; *Early Intervention; Ecological Factors; Elementary Secondary Education; Leadership; Prevention; State of the Art Reviews; *Student Behavior; *Teacher Response
IDENTIFIERS- Proactive Planning

This monograph provides a schema that educators can use to help make the behavior of children and young people more sensitive to the intricacies of the world in which they learn and develop. Features include: (1) a review of the literature on the key issues facing teachers; (2) information on developmentally related discipline issues; (3) an ecological framework for use in considerations of discipline and student behavior; and (4) a look at some proposed strategies for better responding to discipline in the school and at home. A major purpose of the monograph is to promote a more accurate concept of what discipline is with respect to student behavior. Key areas examined are the ecological framework of discipline, prevention of disruptive behavior, relating and responding to behavior problems in effective ways, and strategies for supporting prosocial development in children and youth. Concluding discussion focuses on factors beyond the classroom that influence the ecology of student behavior. These include schoolwide leadership, the district s curriculum framework, school-community relationships, community attitudes and resources, and the society s value system. Each factor is explored in terms of its potential for strengthening the student s position in the development and learning process. Seventy-eight references are listed. (RH)

ED 335 136 PS 019 727

Boyer, Margaret, Ed.; And Others

primary programs. Each case study of an ungraded primary program describes the philosophy and goals, and program background and implementation. Each program s practices regarding grouping and organization, curriculum and instruction, student assessment, and remediation and enrichment, are described. In addition, the teacher s role, the program s progress, parent involvement, and public awareness are discussed. Data on each program s size, students, faculty, and other factors accompany contact information. Readers may seek further information about the programs. A resource section offers descriptions of materials recommmended by the programs. A 211-item bibliography on ungraded primary programs is included. Appended materials include a specially developed program description form. (RH)

ED 335 157 PS 019 874

Gall, Mary Sheila
Opportunities for Improved Management Efficiency of the Head Start Program: Performance Evaluation and High Risk Determination.
PUB DATE- 91
NOTE- 35p.; Appendix contains marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Efficiency; Evaluation Criteria; Federal Programs; Guidelines; *Performance Factors; Preschool Education; *Program Administration; *Social Agencies
IDENTIFIERS- *Project Head Start; *Risk Assessment

This report provides results of a review of the methodology used by the Office of Human Development Services (HDS) to measure Head Start performance and to control high risk Head Start agencies. The review was performed at HDS headquarters and regional locations nationwide. The review was based on a sample of 200 Head Start agencies and focused on Head Start performace standards, program profiles, the Objective Tracking System, best practice and compliance reports, and a regional office s internal procedures for the identification of grantees needing assistance. Fiscal and program ratings were obtained from HDS headquarters and regional office staff, and discussions were held with regional and headquarters staff. Methods used by HDS to identify high risk agencies were examined. Title 45 of the Code of Federal Regulations, Part 74, was reviewed, as were the Department of Health and Human Services Grants Administration Manual, High Risk Grantees, Chapter 1-05, and Monitoring Discretionary Grants, Chapter 1-13; and HDS Grants Administrative Staff Manual, Chapter 8. Findings indicated that HDS had not established or implemented procedures necessary to evaluate the performance of Head Start agencies or assure that appropriate action to upgrade or eliminate high risk agencies would be taken. Improvements are recommended. An appendix provides HDS response. (RH)

ED 335 158 PS 019 889

Seligson, Michelle; Coltin, Lillian
Approaches to School-Age Child Care. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 335 177 RC 018 177

Howley, Craig; Huang, Gary
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Differences; *Dropout Rate; *Dropouts; Educational Trends; Equal Education; *Racial Differences; *Rural Urban Differences; Secondary Education
IDENTIFIERS- *National Education Goals 1990

A goal adopted at the 1990 Education Summit in Charlottesville, Virginia, aims to increase the high school graduation rate to 90 percent by the year 2000. The National Center for Education Statistics (NCES) reports three types of dropout rates: (1) event rates report the percentage of students who left high school without finishing work toward a diploma in a single year; (2) status rates report the percentage of the population of a given age range who have not finished high school or are not enrolled; and (3) cohort rates report what happens to a single group of students over time. Differences exist among youth in central cities, suburban areas, and rural areas. The dropout problem is most severe in central cities, least severe in suburban areas, with nonmetro areas in the middle. Measured by either event or status rates, Hispanic youth have the highest national dropout rate among ethnic groups. African Americans have the second highest rate, and Whites the lowest. Four general implications of the baseline data developed by NCES are: (1) if high school completion is a minimum level of attainment, then the earlier a student masters a high school curriculum, the better; (2) putting the national goal into measurable form requires development of indicators pegged to progress among particular age groups and reflected in particular statistics; (3) meeting the national goal is an issue of educational equity; and (4) policies that respond to the situation of particular regions and ethnic groups may be well warranted. (KS)

ED 335 178 RC 018 178

Miller, Bruce
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Class Organization; *Classroom Techniques; Educational History; Educational Research; Elementary Education; *Multigraded Classes; Small Schools; Student Attitudes; Teaching Methods; *Teaching Skills
IDENTIFIERS- ERIC Digests

This ERIC digest reviews the history of the multigrade classroom,

NOTE- 3p.; Paper presented at the NCTE Northwest Regional Conference Presentation (Vancouver, British Columbia, Canada, May 1-3, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *American Indians; *Cultural Differences; Cultural Education; Discourse Analysis; Higher Education; *Language Styles; *Public Speaking; Sociolinguistics

This paper presents a view of traditional American Indian public speaking styles to students studying modern Indian diplomatic talk. A transcription of a talk given by the Chairman of the Confederated Tribes of Siletz provides an example of careful political speaking in the traditional tribal style. A culture which is typically oral, rather than written, places a premium on clear, memorable speech. When listening to other speakers, Indians quickly evaluate a speaker s political credibility through knowledge of the past, and knowledge of the other person s form of political organization. The Indian speaker in the example uses "oral paragraphing" by introducing each new section with "I think." This device gives the speaker a chance to review his thoughts and marks a serious advisory statement. It also reminds listeners to remember that the "I" stands for those the speaker represents. With oral paragraphing, the speaker directs the attention of the audience to the theme, then goes into particulars, then ends by returning the attention of the audience to the theme. (KS)

ED 335 197 RC 018 285

Mash, Donald J.
The Development of Rural America in the Age of the Knowledge-Driven Economy.
PUB DATE- 20 Jun 91
NOTE- 8p.; Paper presented at the National Conference on Rural Adult Education Initiatives (Kansas City, MO, June 20-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Futures (of Society); *Higher Education; Human Capital; Information Services; Public Policy; *Role of Education; Rural Areas; *Rural Development; Service Occupations; Social Change; *Urban to Rural Migration
IDENTIFIERS- Wayne State College NE

Several trends indicate that rural America can benefit from information-based and service sector job creation. Among the more significant trends are the movement of people from urban and suburban to rural areas, the decreasing importance of location due to communication technology, the growth of jobs in the service section, the growing dissatisfaction with the nation s largest cities, and the mobility of modern business. Higher education can play a role in moving rural America toward this desired future by raising the levels of higher education in the rural work force, and assisting with the enhancement of the quality of life in the communities in the school s service region. Higher education must also provide leadership for the development of a workable public policy initiative. As a regional state college, Wayne State College in Wayne, Nebraska is dedicated to student development and regional development. Four premises guide the college s work in student development: (1) students are human capital; (2) the college must reach, systems are noted: (1) notions and beliefs are implicit within responses to questions or issues related to mathematical tasks and hence can be identified and described; (2) some beliefs can impede effective and efficient mathematical understanding and performance; and (3) eventually, educators may be able to modify instruction based upon knowledge of the components of students belief systems. (33 references) (JJK)

ED 335 216 SE 052 177

Swarm, Christine C.
Computer Assisted Mathematics Prescription Learning Pull-out Program in an Elementary School.
PUB DATE- Jul 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Elementary School Mathematics; Grade 4; Grade 5; Grade 6; *Individualized Instruction; *Instructional Improvement; Intermediate Grades; *Intervention; *Learning Activities; Low Achievement; Mathematics Education; Mathematics Instruction; Programed Instruction; Special Needs Students

Summaries of recent research have found computer-assisted instruction to be a highly motivating method of instruction that fosters independent study and provides for the immediate feedback necessary for the encouragement of individualized learning. A nonexperimental study was conducted with fourth, fifth, and sixth grade students (n=88) in a Chicago public elementary school who were from 1 to 2.5 years behind in their mathematics achievement scores. The students were from a wide variety of ethnic groups with over 80% of the students speaking English as a Second Language. These students visited a computer laboratory once per week for a 40-minute period and received an individually prescribed learning packet of computer-assisted programs. The results from these students end-of-the-year mathematics achievement tests indicated significant gains in their scores. Further, there appeared to be a positive relationship between the performance of these students on the achievement test and their mathematical conceptual performance in their prescribed learning participation within the computer-assisted instructional program. (JJK)

ED 335 217 SE 052 178

Veir, Carole
Teacher Appraisal and Mathematics: An Inservice Designed for the Texas Teacher Appraisal System.
PUB DATE- 89
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Educational Improvement; *Elementary School Mathematics; Elementary Secondary Education; *Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *Texas Teacher Appraisal System

Helgeson, Stanley L.; And Others
Science: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. Science Education Information Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audiovisual Aids; Biology; Chemistry; College Science; Computer Uses in Education; Cooperative Learning; Data Analysis; Disabilities; Earth Science; *Elementary School Science; Elementary Secondary Education; Energy; Environmental Education; Experiential Learning; Females; Graphs; Higher Education; *Interdisciplinary Approach; Junior High Schools; Marine Biology; *Middle Schools; Minority Groups; Parents as Teachers; *Problem Solving; *Program Descriptions; Resource Materials; Science Education; *Secondary School Science; Social Studies; Staff Development; Technology; Television

This document contains 36 programs and/or material listings that were nominated by at least three persons and for which there was evidence of the quality of the program or materials. Reviewers looked for positive evaluation data on the impact of the materials on students, or other information that assessed the quality of the program or materials, or both. This resulted in a selected listing of programs and materials. Print and/or nonprint materials for students use also had to be available. Programs and materials are listed in four sections: Elementary-Secondary (K-12), Elementary (K-8), Junior High/Middle School, and Secondary (7-12). One college program, which could also be used with high school students in a second-level science course, is also included. A final section provides some comments relative to the variety of programs and materials identified as a results of this project. Topics include physical science, engineering, life sciences/health, computers, physics, telecommunications, marine biology, environmental education, ecosystems, geography, technology, scientific inquiry, water quality, earth science, field trips, and problem solving. Nine resource organizations and 26 references are listed. (KR)

ED 335 235 SE 052 227

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference Proceedings (63rd, Atlanta, Georgia, April 8-11, 1990). Abstracts of Presented Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 199p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Biology; Chemistry; Cognitive Processes; *College Science; Computer Assisted Instruction; Concept Formation; Curriculum Development; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; Misconceptions; Physics;

Countries; Foreign Policy; International Cooperation; *International Trade; Social Science Research; State Programs
IDENTIFIERS- *Canada United States Free Trade Agreement; *New York

This paper assesses the potential impact on the New York State economy, industries, and regions of the recently implemented Canada-U.S. Free Trade Agreement (FTA). Canadian trade and investment have had significant impacts on the economies of the United States and New York state. An analysis of the potential impact of the FTA on New York state, focusing on the industries and regions most affected, is provided. Suggested strategies and policies for industries, specific firms, and government to pursue in order to take advantage of potential benefits of the FTA and to mitigate any negative impacts are presented. Because of the state s historical position as a major trading and investment partner with Canada, its strategic position at the axis of the industrial corridor of the United States and Canada, and its diverse and productive economic structure, including a supportive and extensive government economic development program, New York is poised to reap significant benefits from the FTA agreement. (Author/DB)

ED 335 257 SO 021 315

Van Noate, Judith, Comp.
Resources for Topics in Art.
PUB DATE- 91
NOTE- 18p.; For a related document, see SO 021 316.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Art; Educational Resources; Higher Education; Information Retrieval; Information Sources; Library Materials; *Reference Materials; Research Tools; *Search Strategies
IDENTIFIERS- University of North Carolina Charlotte

This guide for conducting library research on topics in art or the work of a particular artist presents suggestions for utilizing four categories of resources: books, dictionaries and encyclopedias, indexes, and a periodicals and serials list (PASL). Three topics are researched as examples: the contemporary artist and author Frank Stella, the Baroque artist Caravaggio, and the technique of paper art. Although this guide discusses the resources available at the J. Murrey Atkins Library of the University of North Carolina (Charlotte), it also can be useful to people conducting library research on art topics in general. (DB)

ED 335 258 SO 021 316

Van Noate, Judith, Comp.
Resources for Topics in Architecture.
PUB DATE- 90
NOTE- 22p.; For a related document, see SO 021 315.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Architecture; Educational Resources; Higher Education; Information Retrieval; Information

describe, analyze, interpret, and make judgments. Philosophical questions such as, what is good art, or where should art be shown, also can be addressed. Art history activities can include finding clues to discover which art work is older, using mathematics skills to develop timelines, discussing fashion and other relics depicted in art, and employing other methods of basic historical inquiry. Studio activities should be balanced between two dimensional and three dimensional experiences. A minimal number of objectives should be set for each class period. Lessons should build on concepts taught in the regular classroom and be presented in units to help students learn from repetition. Students should be involved in making choices, solving problems, and talking about art. Teachers should expect and encourage students to succeed as a positive attitude and atmosphere helps build self-esteem. Some artists suitable for individual lessons and units of study include Andy Warhol, Andrew Wyeth, Henri Matisse, and Vincent Van Gogh. (KM)

ED 335 282 SO 021 664

London, Peter
Art as Transformation.
PUB DATE- 91
NOTE- 14p.; Paper presented at the Annual Conference of the National Art Education Association (Atlanta, GA, March 23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; *Art Appreciation; *Art Education; *Cultural Awareness; *Curriculum Development; *Educational Philosophy; Fine Arts; Grade 5; Intermediate Grades; School Restructuring; *Visual Arts

Western society sees art as beautiful, well crafted objects; and art education derives almost its entire theory and practice from this concept. However, this is only one function of the creative process and art educators need to reconsider the fullness and depth of the usage of that process and provide an alternative mission and practice of art education. This alternative use of the creative process can enhance and elevate the quality of the practitioner s life, not just the work of art produced. In this manner, art education becomes a powerful instrument, as it has been for primal people, for transforming the quality of people s lives. Adjustments in goals and means would help transform art education: (1) from art as entertainment to art being employed as a power to transform lives; (2) from art education that produces objects to art education that includes celebration, self-discovery, and personal and collective empowerment; (3) from art education that focuses on replication of past art forms to focusing on discovering and expanding on what is possible in human affairs; (4) from isolation of other art forms to integration of all; and (5) from the structured institutions where art is taught to places where democratic processes, compassion, self-discovery, and authenticity of whole persons attending to one another. Art is not only pretty, art is power; and power not only to transform the face of the page, but the quality of life. (KM)

ED 335 283 SO 021 697

Schlene, Vickie J.
Teaching the 20th-Century History of the United States. ERIC

Frazier, Calvin; Callan, Patrick
What State Leaders Can Do To Help Change Teacher Education. Advancing the Agenda for Teacher Education in a Democracy: A Guide for State Leaders.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- 90
NOTE- 27p.; One of four guides which accompany "Teachers for Our Nation s School" by John I. Goodlad (ED 330 655); for related documents see SP 033 098-101.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; *Educational Change; Educational Finance; *Educational Principles; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *State Action; *State Boards of Education; *State Standards
IDENTIFIERS- *Goodlad (John I); Professional Development Schools

Changing the conditions under which teachers are prepared is a necessary condition for changing schools. This policy guide emphasizes the role of the state in providing an environment for change. The guide particularly discusses the state s use of incentives and sanctions to raise the visibility and urgency of teacher education reform to the highest levels in colleges and universities. The discussion of what state policymakers can do to help reform teacher education is organized around five major topics: (1) beliefs undergirding the policy recommendations; (2) implications of "restructuring" teacher education; (3) leveraging change in teacher education; (4) state oversight as a force for change; and (5) the cost of change in teacher education. Specific recommendations include establishing clinical schools, eliminating the practice of granting emergency teaching certificates, and terminating teacher education programs that are unable or unwilling to meet program standards established by the state. (IAH)

ED 335 306 SP 033 123

O Laughlin, Michael
Undergraduate and Graduate Student Teachers Developing Understandings of Teaching and Learning: Report of a One-Year Journal Study and Follow-Up Interviews.
PUB DATE- Apr 91
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; Elementary Education; *Epistemology; Experiential Learning; Higher Education; *Instruction; *Preservice Teacher Education; Research Design; *Research Methodology; Schools of Education; Self Efficacy; Student Experience; Student Teaching; *Teacher Education Programs
IDENTIFIERS- Hofstra University NY; *Research in Progress

This study of student teachers beliefs was conducted to track changes in their beliefs about teaching and examine the role of academic and practical experiences in modifying these beliefs.

DESCRIPTORS- *Academic Achievement; Academic Aspiration; Asian Americans; Case Studies; Dropout Rate; Elementary Secondary Education; *Ethnic Groups; Family Characteristics; Hispanic Americans; *Immigrants; Language Proficiency; Limited English Speaking; *Public Schools; Refugees; State Surveys; *Student Adjustment; *Student Characteristics
IDENTIFIERS- *California; Los Angeles Unified School District CA; San Diego Unified School District CA

The report summarizes current knowledge about immigrant students in California public schools. First, the most recent available evidence concerning the size, ethnic composition, and other characteristics of fluent-English-proficient and limited-English-proficient language minority students enrolled statewide is reviewed. Data from the Los Angeles Unified School District, the nation s second largest, and from a recent statewide survey of immigrant students are presented, and comparative indicators of the educational performance of immigrant students in San Diego high schools (including dropout rates, grade point averages, achievement test scores, and educational aspirations) are examined. Finally, findings of four recent case studies of the adjustment of selected immigrant and refugee groups are discussed. The evidence suggests that most of these youths are making rapid and positive adjustment, often outperforming even native-born majority-group high school students in such areas as grades and graduation rates. The case studies focus on four immigrant groups: Southeast Asians, Central Americans, Punjabis, and Mexicans. Graphs and tables present statistical data. Contains 23 references. (MSE)

ED 334 846 FL 019 298

Vricella, Eugene P.
Writing Lab: The Development of a Technical Writing Program for Foreign Linguists.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *English for Academic Purposes; *Foreign Students; Graduate Study; Higher Education; Needs Assessment; Program Descriptions; Teacher Student Relationship; *Technical Writing; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Georgetown University DC

A Georgetown University course in English writing for academic purposes for foreign linguistics graduate students is described. The Writing Lab was conceived as a discussion session to accompany two commonly selected linguistics courses in which much writing is required. The initial class consisted of seven Japanese and two Taiwanese students with a variety of English skill levels and skill needs. Faculty teaching graduate linguistics courses were surveyed concerning the kinds of writing required and problems encountered with students of English as a Second Language (ESL). The course s primary objective became general instruction in appropriate accepted academic discourse for writing. Insights for course design were drawn from research in English for special purposes, writing instruction, and second language learning. Syllabus development consisted of pairing writing topics with writing tasks, Disagreements and suggestions in the interactions were counted, and the interactions conduct and outcomes were qualitatively evaluated in terms of efficiency and organization. Similarities and differences were found in all five groups in the ways in which they began the interaction and reached consensus and in the resulting rankings as compared with that of a survival expert. Some cultural dependencies were found in the organization and patterns of realization in disagreement and suggestion. It is concluded that students of English as a Second Language should be exposed to a variety of forms used to disagree and suggest, and to how these forms are used in discourse and ratification achieved. The task description is appended. Contains 15 references. (MSE)

ED 334 865 FL 800 319

Bhola, H. S.
The Psychology of Development and the Psychology of Literacy: A Point of Intersection.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Developing Nations; *Developmental Psychology; *Economic Development; *Educational Psychology; *International Education; Literacy; *Literacy Education
IDENTIFIERS- UNESCO

The correlations between literacy and development are universally recognized, though not always fully understood. Since the individual is the locus of all learning as well as the agent of all developmental actions, psychological approaches to the study of the relationship between literacy and development should be promising. The essential question in the psychology of development is: What type and quality of human psyche is relatively more amenable to generating and sustaining development, at both personal and societal levels? The essential question in the psychology of literacy is: What effect, if any, does literacy learning have on the psyche of the new literate? At the intersection of these two research and theory traditions lies another question: What is the role of literacy in development? Formulated in practical terms, we can ask: At this historical time, during International Literacy Year, 1990, is development in the Third World possible without the universalization of literacy in the region? A model of literacy for development based on the concept of symbolic transformation of experience is the first step toward designing research questions on literacy and development as multi-level and multi-dimensional processes. Contains 19 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 866 FL 800 365

Spanos, George
Cultural Considerations in Adult Literacy Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Experience; Guidelines; Higher Education; Inquiry; *Institutional Evaluation; Institutional Research; School Orientation; School Policy; *Student Adjustment; *Student College Relationship; *Student Needs; Student Recruitment; *Summative Evaluation; Transitional Programs

This booklet presents questions that can be used by a college or university task force looking at the freshman year experience and/or the broader undergraduate experience. It can also be utilized to aid the process of campus self-study or assessment. The questions are arranged under three major headings: (1) Campus Policies, Processes, and Climate; (2) Academics; and (3) Student Life and Campus Services. Questions are presented under the following subheadings: recruitment/admissions; orientation; institutional research and resources; development of common culture and community; institutional policies and goals for the freshman year; the formal curriculum; faculty and staff development; academic advising and tutorial assistance; residence life; student activities and campus services; and campus problems and issues. (GLR)

ED 334 886 HE 024 714

Ewell, Peter T.
Benefits and Costs of Assessment in Higher Education: A Framework for Choicemaking.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *College Outcomes Assessment; *Cost Effectiveness; Decision Making; *Educational Assessment; *Educational Testing; *Higher Education; *Institutional Evaluation; *Program Effectiveness; Undergraduate Study

This book analyzes and discusses what is currently known about the benefits and costs of assessment programs for institutions of higher education. It is designed to provide a framework that can be applied by both institutional and state-level academic administrators as they consider which kinds of assessment approaches best fit their own needs and conditions. Chapters are as follows: (1) "Assessment in Higher Education: Some Background"; (2) "Some Caveats on Estimating the Costs and Benefits of Assessment"; (3) "Identifying Benefits, Costs, and Parties-at-Interest"; (4) "Applying the Framework to Some Policy Choices"; and (5) "Conclusion". Contains 45 references. (GLR)

ED 334 887 HE 024 715

Peterson, Brian; And Others
Job through Research: Creating Technopolis Florida. A Position Paper of the United Faculty of Florida.
PUB DATE- 21 Feb 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Planning; *Employment Opportunities; Futures (of Society); Higher Education; *Job Development; Labor Force Development; *Research and Development; *Research and

examined are: (1) the argument that mentoring promotes competition, focuses too much on personal ambition of the individual and promotes elitism and exclusion; (2) the scarcity of senior level, appropriate mentors for minority women; (3) the promotion of the status quo by socializing proteges into the "rules of the game" through "traditional mentoring"; (4) the failure of cross-race/cross-gender mentor-mentee relationships due to personal and organizational barriers; and (5) promotion by "traditional" mentor-mentee relationships of dependency and subordination of minority women, thereby hindering them from assuming the peer/colleague role. Analysis of the pitfalls of mentoring minorities as well as transforming strategies designed to correct these problems, are discussed for each pitfall named. It is suggested that appropriate mentoring is a viable means of retaining people of color and women as active, inside participants in the system. Contains 37 references. (GLR)

ED 334 906   HE 024 735

Yan, Wenfan; Gaier, Eugene L.
Causal Attributions for College Success and Failure: An American-Asian Comparison.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Academic Failure; Attitude Measures; *Attribution Theory; Beliefs; *College Students; Comparative Analysis; Cultural Influences; *Educational Attitudes; Ethnic Groups; Higher Education; Locus of Control; Responsibility; Self Fulfilling Prophecies; *Student Attitudes; Undergraduate Study
IDENTIFIERS- Asian Students

This study compared possible causal attributions for college success and failure in American and Asian students via a sample of 358 undergraduate students who were administered the Multi-Dimensional-Multi-Attribution Causality Scale (MMCS). American, Chinese, Japanese, Korean, and Southeast Asian subjects reported a higher average of perceived personal responsibility for academic success than for failure. The hypothesis of "self-serving" bias in attribution was also supported. Subjects across the five nationalities tended to attribute success more than failure to internal factors and to attribute achievement to their own effort rather than to task difficulty or luck. That the American students attributed achievement more to ability while the Asian students stressed effort is discussed in terms of cultural values and national characteristics. Contains 17 references. (Author/GLR)

ED 334 907   HE 024 736

Nieves-Squires, Sarah
Hispanic Women: Making Their Presence on Campus Less Tenuous.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)

ED 334 927 HE 024 763

Ratcliff, James L.; And Others
The Effect of Coursework Patterns and Course Selection on the Development of General Learned Abilities among College Graduates.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- May 91
NOTE- 108p.; For a related document, see HE 024 764.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Cluster Analysis; Cognitive Development; *College Curriculum; College Entrance Examinations; College Faculty; College Seniors; *Course Content; *General Education; Higher Education; *Intellectual Development; Logical Thinking; Mathematics; Models; Reading Comprehension; *Student Development; *Teacher Attitudes; Thinking Skills
IDENTIFIERS- Graduate Record Examinations; Ithaca College NY; Stanford University CA

This paper reports on a study which used a new model, the Cluster Analytic Model (CAM), to determine the relationship between college coursework and general learning, as determined by the nine item types of the General Test of the Graduate Record Examination (GRE) and a faculty survey of perceptions of general learned abilities in relation to courses taught. Subjects were a total of 266 graduating seniors at Stanford University (California) and 523 graduating seniors at Ithaca College (New York). Through CAM analysis, specific courses were identified which contribute most to performance of nine specific GRE item types (analytical reasoning, analogies, antonyms, quantitative comparisons, mathematics, logical reasoning, data interpretation, reading comprehension, and sentence completion.) Analysis of faculty interview results (79 at each institution) found that faculty judgments tended to corroborate the CAM findings with the exception of quantitative comparisons. Further analysis of faculty survey results is reported for perceived contribution of courses to students overall cognitive development, affective development, and psychomotor development. Other findings concerning course scheduling, faculty rank, instructional methods, and assessment are also presented. Appendixes contain the faculty survey, GRE sample questions, and procedures for syllabi and test analysis. Includes 31 references. (DB)

ED 334 928 HE 024 764

Ratcliff, James L.; And Others
Development & Testing of the Cluster-Analytic Model To Identify Coursework Patterns Associated with General Learned Abilities of College Students: Clayton State College Report on Combined Samples.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 208p.; For a related document, see HE 024 763.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; *Cluster Analysis; Cognitive Development; College Curriculum; College Entrance Examinations; *Course Content; General Education; Higher Education; *Intellectual Development; *Models; *Research

participants and their affiliations. (JB)

ED 334 947 HE 024 802

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-month Contracts in Institutions of Higher Education, 1979-80 through 1989-90. E.D. TABS.
PUB DATE- Jul 91
NOTE- 54p.; Data Series: DR-IPEDS-89/90-6.1.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); College Faculty; Cost Indexes; *Full Time Faculty; Higher Education; Private Colleges; Public Colleges; Sex Differences; *Teacher Salaries; Trend Analysis; Two Year Colleges; Women Faculty

This report presents the results of data in two figures and 22 tables on salaries of full-time instructional faculty on 9- and 10-month contracts; the data were collected through the Integrated Postsecondary Education Data System for the academic years 1987-88 and 1989-90. The figures show percentage change in average salaries adjusted for inflation and average salaries in constant dollars by academic rank 1979 to 1990. The 22 tables display the data in various combinations using the following variables: academic year, rank, academic rank, type of institution (private, public, two-year), sex, Consumer Price Index, and state. The document also discusses survey methodology, scope, follow-up, editing, and imputations, and includes a copy of the instrument. The analysis found that salary increases continue to outpace inflation, that the average salary in 1989-90 was 39,965, that salaries at public 2-year institutions are far more that at private two-year institutions, that salaries are consistently higher for men than women, and that the proportion of women faculty in higher education is slowly increasing. (JB)

ED 334 948 HE 024 803

Barbett, Samuel F.; And Others
State Higher Education Profiles (SHEP), Third Edition. A Comparison of State Higher Education Data for FY 1987.
PUB DATE- Aug 91
NOTE- 919p.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Colleges; Endowment Funds; *Enrollment; *Expenditures; Fellowships; Financial Support; Full Time Students; *Higher Education; *Income; Part Time Students; Private Colleges; Public Colleges; Salaries; Scholarships; Student Financial Aid; Two Year Colleges; Universities

This document is a profile report on higher education for the nation, each of the 50 states, and the District of Columbia for the fiscal year 1987. The report presents various statistics and indicators used to address a myriad of questions relating to state involvement, support, and performance in higher education. It indexes each state statistic to a national average and ranks states on selected statistics. Chapter 1 presents national data in 18 tables covering number and size of institutions, full- and part-time distribution, enrollment, procedures, receiving and processing procedures, maintenance and weeding, and inventory; and (5) selection, processing, and inventory of hardware including selection guidelines, gifts, budget and ordering procedures, receiving and processing procedures, maintenance, security, and inventory. The appendix includes forms for software recommendations, software evaluation, laboratory guidelines, and a computer log. An index of main topics concludes the guide. (DB)

ED 334 968 IR 015 043

Novak, Dianne I.; Knowles, J. Gary
Beginning Elementary Teachers Use of the Computer in Classroom Instruction.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; Classroom Observation Techniques; Elementary Education; *Elementary School Teachers; Interviews; Microcomputers; Qualitative Research; *Teacher Attitudes; Teaching Experience; *Use Studies
IDENTIFIERS- Teacher Journals

This study explores beginning elementary teachers instructional computer use, with emphasis on the ways in which these teachers use the computer, influences on these uses, and the impact of these uses on their teaching and socialization into the profession. A qualitative case study research design, drawing on ethnographic methods, was used to examine six beginning elementary teachers, all women, who were teaching in grades two, four, and five. Data were collected through in-depth focused interviews, classroom observations, informal interviews, and daily logs maintained by each teacher. Results revealed that beginning teachers spend their early teaching experiences struggling to survive as they settle into their role as teacher. Computer usage was not emphasized because the teachers viewed computers as "extra" and "special," not as tools to enhance the instructional process. As teachers gained confidence and experience, their use of the computer evolved to include many classroom activities; however, they continued to feel constrained by the time required to plan for microcomputer use, select software, and cope with individual student needs. It is recommended that teacher preparation programs include an introduction to computers, their operation, and potential uses in the classroom, and that field experiences in using computers for instructional purposes be engaged in frequently. (23 references) (DB)

ED 334 969 IR 015 132

Simonson, Michael R., Ed.; Hargrave, Connie, Ed.
Proceedings of Selected Research Paper Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Orlando, Florida, February 13-17, 1991).
PUB DATE- 91
NOTE- 1,025p.; For the individual papers, see IR 015 133-153, IR 015 158-193, and ED 323 937. For the proceedings of the 1990 conference, see ED 323 912.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC41 Plus Postage.

scenarios in which a male or female character performed a task the character considered to be either hard or easy. Each subject responded to two of the eight scenarios: 2(easy or hard task difficulty) x 2(male or female character) x 2(helping to produce the school newspaper or creative idea tasks). The Learner Characteristics Measure (Part Two) contains 15 questions that assess school-related aspects of each of the five learner characteristics of approval, attribution, challenge, competence, and locus of control. Analyses of the data revealed a significantly higher rate of return to easy tasks over hard tasks and a significantly higher rate of return for females than for males. A higher return rate for easy tasks was reported for the scenario character and a higher return rate for hard tasks was reported for the subject. Females had significantly higher reported return-to-task rates for self-return and return to easy tasks than males. The results were highly consistent across grade levels. A summary of results by sex across the five learner characteristics indicates that females showed a higher desire than males for approval and challenge in school-related tasks. Results for the learner characteristics across grade levels reveal a pattern in which older students take less responsibility for their learning, desire less personal challenge, and feel less school-related competence. (21 references) (BBM)

ED 334 987 IR 015 150

Jesky, Romaine R.; Berry, Louis H.
The Effects of Pictorial Complexity and Cognitive Style on Visual Recall Memory.
PUB DATE- 91
NOTE- 9p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Aptitude Treatment Interaction; *Cognitive Style; *Field Dependence Independence; Instructional Design; *Intermode Differences; *Recall (Psychology); *Visual Stimuli

The effect of the interaction between cognitive style differences (field dependence/field independence) and various degrees of visual complexity on pictorial recall memory was explored using three sets of visuals in three different formats--line drawing, black and white, and color. The subjects were 86 undergraduate students enrolled in two core curriculum courses in a liberal arts college. They were administered Witkin s Group Embedded Figures Test (GEFT) and grouped into three levels by their GEFT scores--field dependent, indeterminate, and field independent. Each group was randomly assigned to a particular set of stimulus slides which they viewed in a semi-darkened room. After viewing an individual slide for 20 seconds, the subjects had 4 minutes to write down as many objects as they could recall from the slide. The design of the study was 3 x 3 repeated measures type with three repeated levels of visual complexity and three levels of cognitive style. Analysis of variance (ANOVA) procedures produced a significant main effect for visual complexity, but no significant interaction or main effect for cognitive style. The findings indicated that the cognitive style factor of field dependence was not significantly related to recall memory under the varied levels of the visual factor, although the recall memory was related to the Objective. Activating a process of executive control; (3) Stimulating Recall of Prerequisite Learnings. Retrieval of prior learning to working memory; (4) Presenting the Stimulus Material. Emphasizing features for selective attention; (5) Providing Learner Guidance. Semantic encoding; cues for retrieval; (6) Eliciting Performance. Activating response organization; (7) Providing Feedback about Performance Correctness. Establishing reinforcement; (8) Assessing the Performance. Activating retrieval; making reinforcement possible; and (9) Enhancing Retention and Transfer. Providing cues and strategies for retrieval. It is concluded that, although not all of the events of instruction match up perfectly to cognitive theory, cognitive apprenticeship, or microworlds from constructivistic learning theory, instructional developers can keep the field in a state of growth by conducting further studies of new learning theories and how and if they are complementary to existing theories of instructional development. (25 references) (BBM)

ED 335 005 IR 015 172

Richey, Rita C.
Adult Attitudes toward Alternative Delivery Systems and Industrial Training Outcomes.
PUB DATE- 91
NOTE- 56p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Attitude Measures; *Attitudes; Comparative Analysis; Delivery Systems; Discussion; *Educational Technology; Hypothesis Testing; *Industrial Training; Instructional Design; Instructional Effectiveness; *Interactive Video; Intermode Differences; Media Research; Models; Postsecondary Education; Predictor Variables; Pretests Posttests; Safety; Surveys; *Videotape Recordings

Part of a larger project designed to produce a causal model of variables that impinge upon training interventions and influence adult learning, this research is concerned with learner attitudes toward the way employee training is delivered and the roles these convictions play in learning. Two research models served as a guide for comprehensive data collection in four studies of major plant safety training programs. The first three studies were concerned with energy control and power lockout (ECPL), safety training for operators of powered material handing vehicles (PMHV), and plant pedestrian safety. Instruction was delivered via group-oriented lectures and discussion with supporting videotapes in all three programs. The fourth study related to the same ECPL content as the first study, but the training format had been converted to interactive videodisc instruction. The studies employed a pre-/posttest survey design with the posttests administered 30-90 days after training. Two trainee populations for each study, hourly and salaried personnel, came from randomly selected classes in five to seven plants. Results of the studies showed that the subjects consistently preferred instructor-delivered delivery, and that self-directed learning methodologies were generally the least desirable for all groups. It was also found that adult attitudes toward training and the ways in which training programs are conducted do influence the fundamental success or failure of these programs both in the amount learned

DESCRIPTORS- Classification; *Cognitive Psychology; Comparative
Analysis; Computer Assisted Instruction; Elementary Secondary
Education; Epistemology; *Instructional Design; Interactive
Video; *Learning Theories; *Models; Postsecondary Education
IDENTIFIERS- *Cognitive Apprenticeships

This discussion of the relationship between two related disciplines--cognitive psychology and instructional design (ID)--characterizes instructional design as a more applied discipline, which concerns itself more with prescriptions and models for designing instruction, while instructional psychologists conduct empirical research on learning and instructional processes. It is posited that a problem-solving orientation to education is needed if schools are to achieve substantial learning outcomes, and the concept of cognitive apprenticeships, which emphasize returning instruction to settings where worthwhile problems can be worked with and solved, is proposed as a possible solution to this problem. A brief review of ID models focuses on instructional-design theory, component display theory, and elaboration theory, pointing out that some of the teaching models proposed by cognitive researchers bear strong resemblance to traditional ID models. The design elements of the cognitive apprenticeship model are then reviewed and related to traditional ID concepts. Examples of cognitive apprenticeships are given for teaching writing, reading, math, and weather forecasting. It is concluded that, even though instructional-design theorists may chafe at the continuing need to revise their theories in light of advances in psychological theory, it is good for both fields for the dialogue to continue. (46 references) (BBM)

ED 335 023 IR 015 190

Wolcott, Linda L.
A Qualitative Study of Teachers Planning of Instruction for
Adult Learners in a Telecommunications-based Distance Education
Environment.
PUB DATE- 91
NOTE- 25p.; In: Proceedings of Selected Research Presentations at
the Annual Convention of the Association for Educational
Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Adult Learning; *College Faculty; Course
Descriptions; Delivery Systems; *Distance Education; Higher
Education; *Instructional Design; Media Adaptation; *Planning;
Qualitative Research; *Teacher Developed Materials;
Telecommunications
IDENTIFIERS- *Audiographics

This qualitative study investigated how 11 full-time university faculty members planned live instruction for adult learners in a telecommunications-based distance education setting. All of the subjects had taught the same courses in a traditional setting and had experience teaching distance courses. Students at 8-11 sites in Utah and Colorado were linked with live instruction from a classroom at a state university in Utah. Instruction was delivered via two-way audio and one-way still image video signals via telephone lines; daily UPS deliveries were used for the submission and return of assignments and tests. Data were collected via semi-structured interviews, observation of class sessions in the originating classroom, and analysis of planning documents and journals prepared by the teachers. Three features were found to characterize the

Database" (Renate Niegl); (13) "OPAC Extension to Conventional Data with Bibliographic Expert Systems" (Karl F. Stock); (14) "Teaching End-Users How To Access Online Systems in Libraries and Gaining Access to Online Catalogs through Networks" (Maureen Pastine); (15) "Information Services and Information Utilities--A Management for the User" (Sigrid Reinitzer); and (16) "Information Technology and User Education Management" (Dieter Schmidmaier). A seminar agenda, lists of participants and of participating vendors, and a summary of the conference by Philip Bryant are also provided. (MAB)

ED 335 042 IR 053 644

Arthur, Gwen
Customer Service Training for Public Services Staff at Temple University s Central Library System.
PUB DATE- Apr 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Higher Education; *Interpersonal Communication; *Interpersonal Competence; Library Personnel; Library Services; *Staff Development; User Satisfaction (Information)
IDENTIFIERS- *Public Service Library Staff; *Temple University PA

Arguing that good interpersonal interactions between library staff and their patrons is a major determinant of overall patron satisfaction, this paper describes Temple University s customer service training program for its public services staff. Dubbed the "A Service" program, the program focuses on six aspects of library service: (1) importance of quality service; (2) components of service, including the service strategy, systems, and customers; (3) teamwork; (4) communication skills, including image presentation; (5) sensitivity and responsiveness to customers; and (6) complaint management. Also highlighted in the report are the origins of the service program; the scheduling, content, and activities of the customer service program; staff responses to the program; and on-the-job considerations. A time schedule of the program events concludes the paper. (16 references) (MAB)

ED 335 043 IR 053 646

Information Technology in Schools: Implications for Teacher Librarians. Second Report of the Online Information Services for Schools Sub-Committee.
PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software Evaluation; Electronic Mail; Elementary Secondary Education; Equipment Evaluation; Foreign Countries; Hypermedia; *Information Technology; Learning Resources Centers; *Library Automation; Library Networks; *Library Planning; *Media Specialists; Microcomputers; *Online Systems; Optical Data Disks; *School Libraries; Telecommunications
IDENTIFIERS- Australia; Computer Selection; *Teacher Librarians

trends are discussed: (1) the demand for and provision of end-user access to computer-based information resources; (2) the increase of networks and telecommunications in libraries; (3) the continued growth of CD-ROM technology; (4) the focus on collection management activities by libraries; (5) output-oriented planning and evaluation processes in libraries; (6) libraries concern with reaching new user groups; (7) literacy promotion; (8) information literacy promotion; (9) the expanded roles and responsibilities of library and information professionals; (10) continuing professional education opportunities; (11) bibliometrics; (12) new research involving artificial intelligence; (13) the continuing challenges to intellectual freedom and to intellectual property rights; and (14) the impact "Information Power: Guidelines for Library Media Programs," a 1988 joint publication of the American Association of School Librarians and the Association for Educational Communications and Technology. (MAB)

ED 335 062   JC 880 523

Iowa Vocational Student Follow-Up Micro-Computer Management System Machine Readable Data File .
PUB DATE- 86
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- formation literacy promotion; (9) the expanded roles and
DESCRIPTORS- Community Colleges; *Education Work Relationship; *Employment Patterns; Two Year Colleges; *Two Year College Students; *Vocational Followup

Iowa s Vocational Student Follow-Up System was designed for use by the high schools and community colleges in the state in collecting a common set of outcomes data on vocational students. The menu-driven data management system was designed for operation on an MS-DOS or PC-DOS IBM compatible microcomputer, using a programming language similar to dBASE III. Summary data are collected by the State Department of Public Instruction. For each program offered, the schools are requested to provide information on instructional level, program type, special emphases, objectives and purpose, the number of students completing the course, the total number of completers employed and those employed in related and unrelated occupations, in-state or out-of-state location of employment, average weekly wage for completers employed full-time in an occupation for which they were trained or a related field, total number of unemployed program completers and their current status (i.e., continuing their education, seeking employment, not in the labor market, other), and total number of completers for whom follow-up data are not available. From individual college data, the Department of Public Instruction compiles state figures by program. FREQUENCY: Annual. TYPE OF SURVEY: Follow-Up. POPULATION: Community College Districts (16). RESPONSE RATE: 100% of the Districts. YEAR OF LATEST DATA: 1987.

ED 335 063   JC 900 017

Palola, E.
Learning Resource Networks in Postsecondary Education: An Impossible Dream?
PUB DATE- Dec 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

PUB DATE- Aug 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; Associate Degrees; College Planning; Community Colleges; Comparative Analysis; *Enrollment Rate; *Enrollment Trends; Ethnic Distribution; *Minority Groups; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Parkland College IL

To assist Illinois Parkland College (PC) in its efforts to provide equal educational opportunities to minority group students, a study was conducted examining enrollment rates for minority group students from 1986-1990 as compared to the United States census district population and to statewide two-year college enrollments. In addition, the study profiled minority group students by gender, age, program area, educational intent, course load, attendance patterns, and residency, and assessed program persistence and completion rates. Study findings included the following: (1) the fall 1990 PC participation rate for all minority ethnic groups exceeded their proportions in the U.S. census district population; (2) from 1986 to 1990, total enrollment of minority students at PC had increased by 17.5%, as compared to 10.4% for White students; (3) PC minority enrollment rates exceeded those for all central Illinois community colleges; (4) students from all ethnic groups were most likely to attend PC immediately after high school, with the exception of Native American students who were most likely to attend between the ages of 21 and 24; (5) spring to fall retention was lowest for Black and Hispanic students; (6) the minority student profile revealed that the largest proportion of PC students from each ethnic group was female, enrolled in an occupational program area, and attending day classes as a part-time student; and (7) the ethnic distribution of associate degrees and certificates awarded by PC in 1990 and 1991 were similar to minority student enrollment rates at the college. Recommendations from the study include monitoring diversity trends annually; using diversity data for college planning; and expanding analysis to include college staff diversity trends. Data tables are included. (JMC)

ED 335 080 JC 910 370

Jones, Joan; Jackson, Ronald
The Success and Persistence of Advice Following and Non-Advice Following Remedial Reading Students at Oxnard College. Research Report #91-01.
PUB DATE- 21 May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Academic Persistence; Community Colleges; Comparative Analysis; *High Risk Students; Program Effectiveness; Remedial Instruction; *Remedial Reading; *Student Behavior; Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Oxnard College CA

In response to California Assembly Bill 3 requiring community colleges to evaluate the success rate of remedial students,

(055)
DESCRIPTORS- College Faculty; College Planning; *Committees; Community Colleges; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Guides; Program Development; Two Year Colleges
IDENTIFIERS- *Seminole Community College FL

At Florida s Seminole Community College (SCC), all curriculum change proposals for any of the academic units at the college must first be evaluated and approved by the Curriculum Committee (CC). In an effort to provide CC members with information on college procedures pertaining to the curriculum change process as well as the basic principles of instructional design, an operational guidebook was developed for the committee. This report describes the methodology used to develop the guidebook. Chapter 1 traces the history of the college and describes the administrative approach to curriculum and program planning. Chapter 2 reviews the literature on the importance of periodic curriculum and program review, and discusses the specific relevance of a curriculum guidebook for SCC. Chapters 3, 4, and 5 present the steps undertaken to develop the guidebook for SCC, discuss the results of the guidebook development process, and offer conclusions and recommendations. The guidebook itself is appended. The first section reviews the procedure for appointing CC members, and describes the SCC s curriculum change process and procedures. The next section provides a copy of the institutional impact statement form to be submitted with a new course proposal, a new course proposal form, a course change proposal form, and the SCC format for course syllabi. The final three sections provide rules of order for meetings, guidelines for evaluating course proposals, and a list of committee members. (PAA)

ED 335 097 JC 910 396

Satterlee, Brian
The Development of a Handbook for Technical Advisory Committee Members at Delgado Community College.
PUB DATE- Mar 89
NOTE- 36p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; College Faculty; Community Colleges; Educational Planning; *Guides; School Business Relationship; School Community Relationship; *Technical Education; Two Year Colleges
IDENTIFIERS- *Delgado Community College LA

Research has suggested that in order to survive in the 1990 s, community colleges must increase public awareness of their role in society, encourage employer-specific programs and services, and initiate closer working relationships with industry. One strategy to accomplish these objectives is through the establishment of a Technical Advisory Committee (TAC) for each technical program. Among TAC activities are providing relevant information on community training needs, curricular standards, and safety requirements of the occupation. This report describes the methodology used to develop a handbook to assist TAC members at Louisiana s Delgado Community College (DCC) in understanding and fulfilling their role. Chapter 1 reviews the history of the college. Chapter 2 discusses relevant literature exchange of directives in parent-child interactions was negatively correlated with the variable "converse" in the friend-boy interaction. Multivariate analyses revealed that the combined tendency correlated with the canonical dimension relating family to friend microsocial processes. It was concluded that the form of the interpersonal behavior in adolescent friendships was process-driven and heavily influenced by the social niche, selected by the boys, within which intimacy was established. (Author/RH)

ED 335 115 PS 019 667

Bergen, Doris
Play as the Vehicle for Early Intervention with At-Risk Infants and Toddlers.
PUB DATE- Apr 91
NOTE- 48p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Child Development; Developmental Disabilities; *Early Intervention; Evaluation Methods; Infants; Parent Child Relationship; Perceptual Motor Learning; *Play; Preschool Education; Pretend Play; *Prevention; Special Education; Toddlers; *Young Children
IDENTIFIERS- *Developmental Delays; Developmental Sequences

This paper reviews the current literature on the suggested uses of play for assessment, prevention, and intervention with special needs children. The paper also uses case studies to illustrate the ways play is being used to facilitate achievement of early intervention goals and discusses advantages and disadvantages of these uses of play. The play-based model of assessment involves observation of children s sensorimotor, symbolic, and social play by a transdisciplinary team. Parents are taught directive or playful techniques that minimize problems that arise from dysfunctional parent-child interaction patterns, and thus prevent developmental delays on the part of at-risk children. The use of play for educational intervention involves the development of play skills as a planned part of a curriculum and the incorporation of playful approaches for mastery of skills in other domains, such as language or social skills. This paper defines play and addresses questions about what constitutes play in play-based assessment, in parent-child social interaction, and in play intervention. Appendix 1 describes the three assessments used as examples in the text, and Appendix 2 presents additional examples of prevention and intervention through play. (BC)

ED 335 116 PS 019 669

Evans, Mary Ann
Conversational Response Latencies of Teachers and Reticent Children.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Between a Rock and a Hard Place: Raising Rates To Raise Wages. A How-To Book on Raising Rates.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.; Minneapolis Foundation, Minn.; National Association for the Education of Young Children, Washington, D.C.
PUB DATE- 90
NOTE- 60p.; Funding also received from the Minnesota Women s Fund.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; *Child Caregivers; *Collective Bargaining; Cooperation; Day Care; Early Childhood Education; Family Day Care; Fees; *Fund Raising; Guidelines; *Income; Marketing; Unions

The Child Care Workers Alliance takes the position that child care professionals have the right to raise rates to a level at which they can make a living wage without feeling guilty. This booklet provides ideas and strategies for raising rates. Introductory materials provide background information, steps to raising rates, and a rationale for raising them. Subsequent articles discuss: (1) the difference between organizing for higher rates and price fixing; (2) family day care rates; (3) a child care decision support system; (4) a union perspective on raising wages for family day care providers and center staff; (5) sliding scales, scholarships, and fixed fee percentages; (6) effective ways of presenting rates in marketing the day care business; (7) other options for rate increases; (8) the process of talking to parents about raising rates; (9) letters and forms from Oakland, California s Full Cost of Care campaign; (10) accounts of activists success in influencing governmental child care policy in Hennepin County, Minnesota; and (11) ways to bring about raises in government reimbursement rates and improved government child care policies through activism. (RH)

ED 335 137 PS 019 731

Ward, Pat
Employers and Family Day Care.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.; Save the Children, Atlanta, GA. Southern States Office.
PUB DATE- 91
NOTE- 57p.; Funding also received from Steelcase, Inc., and U.S. West.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Annotated Bibliographies; Background; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; *Family Day Care; Guidelines; Legal Responsibility; *Networks; *Private Financial Support; Profiles; Program Development
IDENTIFIERS- *Business Role

This paper provides employers with critical information about family day care, the most widely used type of out-of-home care for infants and toddlers in the United States. Employers who are concerned about honoring parents choice of child care, committed to high quality child care, and dedicated to using resources efficiently, will be pleasantly surprised by what family day care has to offer. This paper describes ways in

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Latchkey Children;
Program Improvement; *School Age Day Care; *Student
Characteristics
IDENTIFIERS- ERIC Digests

This ERIC Digest provides basic information about school-age day care programs. Discussion focuses briefly on options available to families with school-age children, developmental needs of school-age children, characteristics of high quality school-age programs, supportive services for self-care, and ways of improving school-age child care programs. The newly enacted federal Child Care and Development Block Grant, the Dependent Care Block Grant, special school-age child care legislation in at least 14 states, municipal sponsorship, and increased corporate interest are examples of program development. In addition, public schools have begun to form partnerships with provider agencies and to offer programs. It is concluded that good school-age child care must be understood as both a mediating influence that may prevent damage to children and an investment in the well-being of children and their families. (RH)

ED 335 159 PS 019 902

Fenwick, Kimberley; And Others
Newborns Head Orientation toward Sounds Within Hemifields.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the
Society for Research in Child Development (Seattle, WA, April
18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Perception; *Auditory Stimuli; *Neonates;
Orientation; *Spatial Ability
IDENTIFIERS- *Head Movements; Lateral Awareness

This experiment examined the accuracy with which newborn infants orient their heads toward a sound positioned off midline within hemifields. The study also evaluated newborns ability to update the angle of their head turn to match a change in localization of an ongoing sound. Alert newborns were held in a supine position and presented a sound at 36, 54, 72, or 90 degrees relative to midline. On shift trials, after a head turn, the sound moved to a new loudspeaker location within the same hemifield. On no-shift trials, the sound remained at one location throughout the trial. Measurement of the incidence and angle of first and adjustment head turns indicated more adjustments on shift than no-shift trials. The magnitude of error of localization increased as the sound moved off midline. Infants tended to undershoot rather than overshoot the actual location of the sound source when making a head turn. These results suggest that newborns not only discriminate sound direction but have some capacity to localize sounds. (BC)

ED 335 160 PS 019 903

Hertsgaard, L.; Bauer, P. J.
Thirteen- and Sixteen-Month-Olds Long-Term Recall of Event
Sequences.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society
for Research in Child Development (Seattle, WA, April 18-20,

and summarizes research findings on multigrading effects on achievement and attitude. It also states requirements of teaching and learning in multigrade classrooms. Multigrade classrooms have ranged from the one-room schools of the early 1900s to the ungraded classroom of the 1960s and 1970s, to the cost effective two grade classrooms of today. Teachers are usually not trained to work in multigrade classrooms, and they face the challenge of working in school systems where single grade classrooms are the norm. Research evidence indicates that being a student in a multigrade classroom does not negatively affect academic performance, social relationships, or attitudes. Skills and behaviors required of multigrade teachers may be different, and coordinating activities can be more difficult. Six key instructional dimensions affecting successful multigrade teaching have been identified from multigrade research: (1) classroom organization; (2) classroom management and discipline; (3) instructional organization and curriculum; (4) instructional delivery and grouping; (5) self-directed learning; and (6) peer tutoring. Effective teachers share instructional responsibilities with students. A context of clear rules and routines help students develop independence. Teachers plan whole-class instruction that revolves around open task activities. (KS)

ED 335 179   RC 018 179

Salerno, Anne
Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attendance; *Dropout Characteristics; *Dropout Programs; Dropout Rate; *Dropouts; High Risk Students; *High School Equivalency Programs; Limited English Speaking; Literacy Education; Migrant Education; *Migrant Youth; Poverty; Recordkeeping; Secondary Education; Work Study Programs
IDENTIFIERS- ERIC Digests

This ERIC digest examines the extent of early school leaving among migrants, conditions that precede early school leaving, common features of programs that work to retrieve dropouts, and illustrative programs that exhibit these features. The Migrant Attrition Project estimates a 45% national dropout rate of migrant students. Conditions that lead to early school leaving are: (1) overage grade placement; (2) poverty; (3) interrupted school attendance; (4) inconsistent recordkeeping; and (5) limited English proficiency. "Dropout retrieval" is the effort to identify dropouts and help them complete high school diplomas. Effective features of dropout retrieval programs focus on academics, vocational training, and support services. The High School Equivalency Program provides migrant dropouts the chance to prepare for the General Equivalency Development Test (GED) in a residential program on a college campus or in a commuter program. The Migrant Dropout Reconnection Program in Geneseo, New York, offers referral services to 16- to 21-year-old migrant dropout youth. Family literacy programs, including the Even Start program, address intergenerational literacy. The Migrant Alternative School in Yakima, Washington, provides GED preparation in both English and Spanish, ESL instruction, basic educate and graduate more of the potential students in its rural service region and the key to this is by remaining affordable and accessible; (3) the college emphasis is on teaching and support services in a personalized setting increases its students likelihood for success; and (4) by addressing the traditional purpose of higher education--human resource development--the college will be able to make a major impact on the essence of rural revitalization. In terms of regional development, Wayne State College is a center for education, the arts, cultural activity, and community and economic development. The college aggressively delivers its public service program to the communities in the service region, and carries out a regional agenda for the benefit of statewide development. (KS)

ED 335 198 RC 018 289

Grant, Agnes
Our Bit of Truth: Voices of Native People in Classroom Literature.
PUB DATE- Aug 91
NOTE- 23p.; Paper presented at a workshop for the Canadian Indian Teacher Education Program (Fort Smith, Northwest Territories, Canada, August 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *American Indian Literature; American Indians; *Anthologies; *Canada Natives; *Cultural Education; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Literature Reviews; Personal Narratives
IDENTIFIERS- Canada; Cultural Relevance

This paper reviews Native American materials on current Canadian textbook lists and discusses a new anthology of works by and about Canada Natives. The "Circle Program," a kit of story books and English-as-a-Second-Language instructional materials for Native children in grades K-3, is recommended for children of all cultures and backgrounds. However, only 15 Native-oriented books for grades 6-12 are listed on the Canadian language arts textbook list and the Manitoba Department of Education, which has a special branch devoted to Native instructional materials, has only a few more. One reason for this scarcity is that Native literature is usually published in limited numbers by small publishing houses and quickly goes out of print. "Our Bit of Truth," edited by Agnes Grant, is a new anthology of Native literature that addresses the difficulty teachers experience in obtaining literature for classroom use. The works are organized under the various genres commonly found in language arts courses. Every genre has entries at varied reading levels, compiled with the interest levels of grades 7-12 in mind. A total of 37 different culture groups from all areas of Canada are represented. In an effort to counter the stereotyped roles usually assigned to Native peoples, a wide variety of traditional and contemporary experiences are portrayed. This paper contains a bibliography with 34 entries. (SV)

ED 335 199 RC 018 291

Baker, Victoria J.
The Blackboard in the Jungle: Formal Education in Disadvantaged Rural Areas. A Sri Lankan Case.
PUB DATE- 88

To provide for the reawakening of students interest in careers involving science and mathematics, motivation must be fostered within the lower elementary grades through competent mathematics instruction within well-designed school mathematics programs. The focus of this workshop was both on the efficient and effective implementation, within individual classrooms, of the Curriculum and Evaluation Standards as promulgated by the National Council of Teachers of Mathematics, and on the prospective relationship of those standards toward classroom evaluation instruments mandated for use by the Texas Teacher Appraisal System (TTAS). This document contains the transcription of an audiotape of a 3-day inservice teacher workshop presentation, along with all of the workshop handouts and copies of the transparencies used by the presenters during the workshop, as designed and conducted by the TTAS. (JJK)

ED 335 218 SE 052 184

Swart, William L.
Can It Be? A (Different) Problem Resource Book. A Tricon Mathematics Teacher s Resource Monograph.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Fractions; *Geometric Concepts; Instructional Materials; Intermediate Grades; Junior High Schools; *Mathematical Enrichment; Mathematics Education; Mathematics Instruction; Problem Solving; *Resource Materials; Secondary School Mathematics
IDENTIFIERS- *Inverses (Mathematics); *Open Ended Questions

The foreknowledge that a given school mathematics problem might have no specific solution or no solution at all affords students the challenge of investing careful consideration in the explicit problem conditions, as well as in the problem s unstated assumptions. Hence, the implication is that mathematics teachers, rather than speaking to their students in terms of solving problems, might better direct their students in terms of "resolving" problems, that is, either finding an acceptable solution or establishing why no solution exists. A much higher level of mathematical reasoning than that found in traditional classroom settings is required in making decisions about why there is no solution; perhaps, a still higher level of reasoning is necessary for students to modify the contents of such problems and provide for possible solutions. This problem resource book contains over 150 problems ranging over difficulty levels appropriate for grades 4-9. With about half the problems having no solution as written, the book is divided into four sections: area/volume, fractions, locus-of-points, and inverse operations. Each section contains answer keys for the teacher and suggestions for class presentation. (JJK)

ED 335 219 SE 052 185

Kaplan, Rochelle G.
The Relationship of Children s Mathematical Knowledge to Their Understanding of Geographical Concepts.
PUB DATE- Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English

Problem Solving; Process Education; Science and Society; Science Curriculum; Science Education; Science Instruction; Science Teachers; *Secondary School Science; Sex Differences; Skill Development; Student Attitudes; Teacher Education; Teaching Methods; Technology

IDENTIFIERS- *Constructivism; *Science Education Research

This document contains the abstracts of most of the papers, symposia, and poster sessions presented at the 63rd Annual Conference of the National Association for Research in Science Teaching (NARST). Subject areas addressed include teacher preparation; informal settings; cognitive models; classroom practices; teaching methods; student learning; teacher beliefs; microcomputers; elementary science; cooperative learning; teacher knowledge; visual learning; science instruction; science curriculum; self-efficacy; problem solving; gender; teacher programs; student thinking; research in Norway, Costa Rica, Taiwan, and Africa; science/technology/society; individual differences; electronic learning; cognitive test development; cognitive change; teacher development; and attitudes. (KR)

ED 335 236 SE 052 228

Howe, Robert W.; And Others

Trends and Issues in Science Education: Curriculum and Instruction.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 77p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Academic Achievement; College Preparation; Curriculum Development; Curriculum Guides; *Educational Change; Educational Trends; *Elementary School Science; Elementary Secondary Education; Evaluation; Females; Minority Groups; Resource Materials; Science Curriculum; *Science Education; *Science Instruction; *Secondary School Science; Staff Development; Textbooks

This monograph summarizes selected major activities, trends, issues, and recommendations related to curriculum, instructional materials and instruction related in science education that have been documented in the literature. The technique used for selecting trends, issues, and recommendations was to identify relevant literature that had published during recent years and selected documents referenced in these sources; determine the agreement or disagreement regarding trends, issues, and recommendations; select those that appeared most frequently and/or those that were indicated as possibly most influential; and select examples of curricula, programs, materials, and instruction to illustrate trends, issues, and recommendations cited. Sections include: (1) "What Are the Conditions Creating a Demand for Change?"; (2) "What Is the Status of Science Education in Elementary and Secondary Schools?"; (3) "Curricular Frameworks: Goals, Content, and Experiences for Precollege Science Education"; (4) "Research Related to Learning, Curriculum, Instructional Materials, and Instruction"; (5) "Development and Implementation of Curricula and Instructional Materials for Precollege Science"; and (6) "Summary and Recommendations for the Reform of K-12 Science Curriculum, Instructional Materials, and Instruction." A list of 136 references is included. (KR)

Sources; Library Materials; *Reference Materials; Research Tools; *Search Strategies
IDENTIFIERS- University of North Carolina Charlotte

This guide for conducting library research on topics in architecture or on the work of a particular architect presents suggestions for utilizing four categories of resources: books, dictionaries and encyclopedias, indexes, and a periodicals and series list (PASL). Two topics are researched as examples: the contemporary architect Richard Meier, and the topic of domestic architecture. Although this guide discusses the resources available at the J. Murrey Atkins Library of the University of North Carolina (Charlotte), it also can be useful to people conducting library research on architecture topics in general. (DB)

ED 335 259 SO 021 318

Wakefield, John F.
Problem Finding and Empathy in Art.
PUB DATE- May 91
NOTE- 44p.; Paper presented at the Henry B. and Jocelyn Wallace National Research Symposium on Talent Development (Iowa City, IA, May 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Expression; *Artists; Art Products; *Creative Expression; Creative Thinking; Creativity; *Empathy; Literary Styles; Literature; Painting (Visual Arts); *Problems; Self Expression
IDENTIFIERS- *Sound and the Fury (Faulkner); *Starry Night (van Gogh)

This paper describes an investigation of problem finding in art. The concept of empathy with oneself is hypothesized as the means by which artists perceive problems. This concept is then used to analyze the origins of Faulkner s "The Sound and the Fury" and van Gogh s "The Starry Night" as well as the origins of art works composed by artists during well-known psychological studies of creativity and the origins of stories told for the blank card of the "Thematic Apperception Test" by creatively inclined college students. In each case, preliminary evidence found that problems originate as descriptions of conflicting feelings within the artist. Empathy with oneself is concluded on this basis to be a useful way to characterize the affective state of problem finding in art. A 34-item list of references is included. (Author)

ED 335 260 SO 021 319

Waters, Barbara A.
Comparative Review of Elementary Social Studies Textbooks.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Elementary Education; *Global Approach; International Studies; *Social Studies; Textbook Content; *Textbook Evaluation
IDENTIFIERS- *Global Education

Four elementary social studies textbook series are reviewed and

Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; History Instruction; Learning Strategies; Secondary Education; Secondary School Curriculum; Social Studies; Student Educational Objectives; *Teaching Methods; *United States History
IDENTIFIERS- ERIC Digests; *Twentieth Century History

It is important to reaffirm the teaching of recent United States history in secondary schools. Diane Ravitch and Chester E. Finn state: "If we think it important that they (17-year-old students of 1986) understand the three decades between the Second World War and their own sixth birthdays (in 1975), we cannot expect this instructional job to be done for them by the daily newspapers or the nightly news; we have to teach this period as the history that it now is." Unfortunately, there are several obstacles to teaching this period of history, including time constraints, student apathy for the subject, and limited help from textbooks. This ERIC Digest: (1) examines the coverage of 20th century U.S. history; (2) discusses the consequences of limited coverage for student learning; (3) provides ideas on improvement of teaching and learning 20th century U.S. history; and (4) lists ERIC resources dealing with all these facets of the topic. (DB)

ED 335 284 SO 021 698

Stoltman, Joseph P.
Teaching Geography at School and Home. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Parents as Teachers; Social Studies; *Student Educational Objectives; *Teaching Methods
IDENTIFIERS- ERIC Digests

Geography is a key to understanding and acting effectively in our world. It is the subject that, more than any other, enables people to comprehend the earth and its environment, and to appreciate the delicate balances between the human and physical elements that bind people to this planet. However, more than half the children of the United States are failing to achieve geographic literacy. Several reports for the National Assessment of Educational Progress (NAEP) reveal alarming deficiencies in the geography learning of U.S. youth. Furthermore, a recent international survey by the Gallup Organization found that U.S. young people lag far behind their age-mates in other industrially developed countries in their

The primary focus of this paper is the evolution of methodology, with extracts from three case studies presented to illustrate the direction the research is taking. The research design includes both journal keeping by the students and narrative interviews on conceptions of epistemology, agency, and pedagogy. (A pilot draft of the interview protocal is included: it contains 34 questions asked of all students, a space for questions on specific themes that emerge from students journals, and 2 questions on final thoughts.) Preliminary conclusions suggest that teacher beliefs do not exist as uniform ideological entities. Student teachers struggle with: their own histories and autobiographies; the ideal conception of pedagogy presented in their courses; adaptation or resistance to the powerful socialization pressures intrinsic to relationships with cooperating teachers; transformation in an education system locked into reproducing itself; and reconstruction of their own autobiographical and professional identities under all of these competing pressures and expectations. The conclusion is that no generic student teacher exists. (LL)

ED 335 307 SP 033 138

Cole, Donna J.; And Others
Portfolio Structure and Student Profiles: An Analysis of Education Student Portfolio Reflectivity Scores.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.; Wright State Univ., Dayton, Ohio.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Higher Education; *Interrater Reliability; *Portfolios (Background Materials); Preservice Teacher Education; *Student Characteristics; *Student Evaluation
IDENTIFIERS- *Ohio Consortium for Portfolio Development; *Reflective Thinking

This study explores an endeavor by the Ohio Consortium for Portfolio Development to assess preservice teachers reflectivity as demonstrated through the development of professional portfolios. The first section of this paper presents the demographic information of the study, explaining the consortium derivation, purpose, and interrater format. The second section discusses the methodology and findings, and the final section contains conclusions, recommendations, and implications. The study investigated nine research questions designed to analyze the process of reflectivity scoring, the relationships between reflectivity scores and selected variables, and the percent of agreement among portfolio raters. Findings indicate that the preservice teachers reflectivity scores, based on analysis of portfolios, were independent of student grade point average and institutional affiliation. The reflectivity scores were not independent of course grades and maturity of students, nor were they independent of the preassessment ratings and committee experience of faculty evaluators. The data appeared to indicate agreement on rating student portfolios by faculty members. Wright State University, Central State University, and University of Dayton comprise the Ohio Consortium for Portfolio Development. Twenty-six references are listed. (IAH) sequenced to cover stages of the writing process from planning to revision and from short paragraphs to research papers. Some alterations were made in the second offering of the course due to different student needs. The greatest strength of the Writing Lab is seen in the personal contact and individualized work during student-faculty conferences. Appended are a report on a questionnaire survey of writing tasks assigned in linguistics courses, a summary of responses to a graduate writing questionnaire, and the Writing Lab course syllabus. Contains 15 references. (MSE)

ED 334 847 FL 019 299

Viaggio, Sergio
The First Thing To Teach (Which Is Often Never Taught).
PUB DATE- 91
NOTE- 21p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Curriculum Development; Educational Needs; Educational Strategies; *Interpretive Skills; *Language Processing; Professional Training; Skill Development; *Translation

Professional training for translators, most often begun in specialized subject areas, should begin with a course in translation theory. The first purpose of such a course is to teach students to think as translators, whose function is to convey the message contained in the source language. Simply stated, this is a three-step process of: (1) isolation of semantic meaning (interpretation); (2) conversion of that semantic meaning back into a linguistic form in the target language (re-expression); and (3) refinement or specification (collation). Secondly, the student must develop a thorough understanding of how languages work in relation to one another (general linguistics). Finally, the practitioner must learn the relative independence of form and meaning in language, and then the need to know the situation of the text as well as its context. The student should learn to further distinguish meaning, which is linguistic, from sense, which is extra-linguistic, and to understand the elements of situation in a text: intention; motive; cultural background; social, educational, and professional level; linguistic competence; linguistic style; personalities of author and intended audience, etc. While the foremost task of translating is a linguistic one, the broader objective is textual equivalence. Contains 28 references. (MSE)

ED 334 848 FL 019 300

Foreign Languages: A Guide to Curriculum Development Revision .
PUB DATE- 90
NOTE- 75p.; Supersedes ED 215 578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Education; *Curriculum Development; Elementary Secondary Education; Guidelines; Program

Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; *Cultural Awareness; English (Second Language); Instructional Materials; *Literacy Education; *Native Language Instruction; Program Descriptions; Teaching Methods
IDENTIFIERS- ERIC Digests; Freire (Paulo)

The main themes of a broad interpretation of literacy are discussed in this digest, and examples of approaches to literacy education in use and resources are cited. The information presented is focused on native language literacy, but the themes, recommendations, and materials are relevant for adults of English as a Second Language. Specific sections highlight: (1) the role of culture in literacy; (2) incorporating culture into adult literacy classrooms (focusing on Freirean, participatory, and learner-centered approaches to literacy education; and (3) exemplary literacy education materials and programs. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 867 FL 800 366

Castaldi, Teresa
Ethnography and Adult Workplace Literacy Program Design. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; English (Second Language); *Ethnography; *Literacy Education; *Program Design; Research Methodology
IDENTIFIERS- ERIC Digests; *Workplace Literacy

Ethnography is a research approach that seeks to understand and represent the points of view of the members of a particular culture. As in other forms of qualitative research, the data collected are rich in their descriptions of people, places, languages, and events. Ethnographic research can be characterized by its multi-instrumental approach, utilizing such tools as participant observation, notetaking, audio- or videotaping, interviewing informants and compiling biographical data on them, collecting genealogies and life histories, taking photographs or making films, administering questionnaires or surveys, and eliciting ratings and rankings. Teachers, administrators, or researchers seeking to design workplace literacy programs can learn about the home, school, and community contexts of their clients by using some of the techniques described above. Research has shown that ethnographic methods have proven to be highly successful for providing insights into adult literacy students school, work, home, and community experiences. Such information can be invaluable in the design of training and educational programs for nonnative employees. Investigation of the different domains in which the literacy activities of adult English-as-a-Second-Language workers take place can highlight the wide range of activities that involve reading and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 868 FL 800 371

Quezada, Shelley

Development Centers; Research Universities; *School Role; Statewide Planning; *Technological Advancement; Trend Analysis
IDENTIFIERS- *Florida; Florida State University; University Of Florida

This position paper of the United Faculty of Florida argues that the state of Florida must become more active in the informational economy of the nation and the world or become a low-wage, semi-colonial area in servitude to centers of "informationalism." The paper begins by examining the economies of America and Florida. Next, the paper discusses high-technology s role in Florida s economy and this is followed by a discussion of how state universities can help to offset what are seen as Florida s disadvantages in drawing high tech firms to operate within its borders. One successful high technology related research center in Orlando, Florida is described as a model for what the state needs to establish in other areas. Next, the need to have greater numbers of Florida students graduating in more rigorous scientific and technical fields is addressed, as well as the state s need for more federal research and development funding. Discussion then turns to the educational role of the University of Florida and the role of Florida State University s Supercomputing Computation Center in advancing the state s needs in high tech development, as well as the development of high technology clusters. Finally, the paper examines the organizing of jobs through these research centers. Contains an 89-item bibliography. (GLR)

ED 334 888 HE 024 716

Leung, Jupian J.
Gender, Parent Child Relationships, and Aspirations among College Students.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *College Students; Comparative Analysis; Females; Higher Education; Males; *Parent Aspiration; Parent Child Relationship; Parent Influence; *Parent Student Relationship; *Sex Differences; *Student Attitudes; Student Educational Objectives; Values

The major purpose of this study was to determine whether male and female college students differ in their aspirations. A related purpose was to explore the relationship between college students emotional relationships with their parents and their parents aspirations for them and also to determine if they felt emotionally closer to one parent than the other. The participants in the study were white male and female college students (n=139), ranging in age from 20 to 43 years of age. Among the survey findings were that females attributed more importance in their ratings of the aspirations "to have a good marriage," to be a good parent, and to be "loving" than did males. Female participants also rated "to be independent" and "to be self-reliant" as more important than males did, a finding which was viewed as contrary to expectations. Males and females rated their relationships with their mothers to be more positive than that with their fathers. Of the 15 aspirations students mothers and fathers held for them, only three were common to both parents: to be ambitious, to be hard-working, and to be well-mannered. The study results indicated that mothers were the stronger agents of influence than fathers, as well as being emotionally closer to the students. This

DESCRIPTORS- Administration; College Faculty; College Students; *Cultural Differences; *Ethnic Bias; *Ethnic Groups; Ethnic Stereotypes; *Females; Higher Education; *Hispanic American Culture; *Hispanic Americans; Interpersonal Relationship; Student Characteristics; Womens Education

This report examines experiences that Hispanic women have as college students, faculty members, and administrators. It is based on information from the Project on the Status and Education of Women, published materials, informal interviews with Hispanic women, and results of an informal questionnaire responded to by 37 Hispanic women students, faculty members, and administrators around the country. Information is provided on the numbers of Hispanic students in higher education and their proportion to the rest of the student body, and the numbers of Hispanics currently in faculty and administrative positions in higher education. The ways in which the university culture is at odds with the character of Hispanic interpersonal relationships, forms of communication, and sex-role expectations are also discussed, as well as the on-campus problems of Hispanic women. Numerous recommendations are presented, some of a general nature, some addressed specifically to administrators, and the rest grouped under the following categories: curriculum; faculty; students; institutional data collection; and professional associations and organizations. Two separate sections include information on the varying types of Hispanics that exist and observations concerning the Black Hispanic women. Contains 44 footnotes, 19 references and names and addresses of 6 resource groups. (GLR)

ED 334 908 HE 024 740

Gellert, Claudius; And Others
Alternatives to Universities.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Curriculum; *Curriculum Design; Educational Finance; *Enrollment Trends; Foreign Countries; *Higher Education; *Job Placement; *Nontraditional Education; Policy Formation; Postsecondary Education; *Student Characteristics
IDENTIFIERS- Austria; Canada; France; Germany; Japan; Netherlands; New Zealand; Norway; United Kingdom; United States

This report charts the recent development of the non-university sector of higher education in some OECD (Organisation for Economic Cooperation and Development) countries. It shows that during the 1980s this sector most often succeeded in enhancing its standing and recognition among students, employers, and the academic world alike. Its progress in the 1990s will depend on how it meets the challenge of greater competition from the universities on the one side, and the growing postsecondary "third" sector--market oriented and often private--on the other. The countries surveyed are: Austria, Canada, France, Germany, Japan, the Netherlands, New Zealand, Norway, the United Kingdom, and the United States. Part 1 of this volume reviews and discusses recent trends and developments in the non-university sector, its main current features and the reasons behind its success under prevailing socio-economic conditions. Part 2 gives a substantial summary of the findings and conclusions of the general report and draws their implications

Methodology; *Student Development
IDENTIFIERS- Clayton State College GA; Georgia State University; Graduate Record Examinations

This report describes the "Differential Coursework Patterns (DCP) Project," which developed the Cluster Analytic Model (CAM) to look at effects of different patterns of college coursework on the general learned abilities of students as determined by such measures as the Graduate Record Examination (GRE) General Test. The model looks for correlations between courses taken and student achievement on the nine item types of the GRE, after the predicted effect of initial Scholastic Aptitude Test scores is removed. This study looked at courses taken by two samples of students at Clayton State College (Georgia) and Georgia State University. The model s value is discussed in terms of its usefulness in assessment, curriculum development, and student advising. Among general conclusions were the following: approximately 90% of courses could be accurately grouped according to differential effects on the general learned abilities of students; the development of general learned abilities did not have an exact one-to-one relationship with departmental categories; the development of general learned abilities was not confined to the lower division; and there was little formal monitoring and description of the curriculum in terms of general learned abilities at the college-wide or university levels. Includes a bibliography of approximately 175 items. (DB)

ED 334 929 HE 024 765

Grieder, Timothy M., Ed.
The Statewide Extended Campus, 1991-92: Policies and Procedures for the Colorado Statewide Extended Studies Program, Off-Campus State-Funded Programs, Out-of-State and Out-of-Country Instruction. Compendium of Commission Policies Section IV.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Continuing Education; Distance Education; *Educational Policy; *Extension Education; Higher Education; Independent Study; Off Campus Facilities; Outreach Programs; Program Implementation; Satellite Facilities; *State Standards
IDENTIFIERS- *Colorado

This guide presents state policies and procedures for all types of off-campus instruction delivered by Colorado institutions. Instruction may be offered at off-campus locations, at other institutions campuses, or delivered to students via the mails or electronic media. Part A provides an introduction, while Part B considers general policies concerning institutional responsibility, reporting and accountability, tuition and fees, student qualifications and services to students, faculty standards, quality control in program and course approval, and facilities use agreements. Policies and procedures specific to the Statewide Extended Studies Program are covered in Part C, including: primary service areas; budgeting and funding; the Denver Metropolitan Area coordinating system; system support contributions; minimum class size; student registration and student services; independent (correspondence) study; and space available programs. Part D looks at off-campus state-funded

revenues, total education and general (E&G) expenditures, scholarship and fellowship expenditures, salaries, and distribution of degrees. Chapter 2 contains state ranking tables on enrollment, salaries, revenues, endowment income, various types of expenditures, Pell Grants, research expenditures, library expenditures, and appropriations. Chapter 3 presents profiles of each of the 50 states and the District of Columbia covering enrollment, full-time faculty, revenues, expenditures, financial aid, degrees and other formal awards conferred. In addition, the chapter presents one table that places institutions into the context of all postsecondary institutions in the 50 states and the District of Columbia. Three appendixes contain a glossary, a listing of institutions by state, and technical notes on response rates. (JB)

ED 334 949 HE 024 804

Leahy, William P.
Adapting to America. Catholics, Jesuits, and Higher Education in the Twentieth Century.
PUB DATE- 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; Catholics; *Catholic Schools; Church Related Colleges; Clergy; Coeducation; *Educational Change; *Higher Education; Lay People
IDENTIFIERS- *Jesuits; *Roman Catholic Church

This is an examination of how Catholics adapted to the United States and how American culture affected Catholicism during the twentieth century based on an investigation of major developments in Catholic higher education since World War I with emphasis on colleges and universities conducted by the Society of Jesus, the Jesuits. The opening chapter reviews the evolution of the Catholic community before World War I, especially in comparison with Jews and Protestants, and summarizes the administrative and academic reforms which reshaped the American educational scene in the late nineteenth and early twentieth centuries. Chapter Two focuses on the conflict between the religious beliefs and educational objectives of Catholics and the increasingly competitive, professionalized American academic environment. Chapter Three investigates the origins and development of coeducation in Catholic schools, a radical break with Catholic tradition. The next chapter discusses the rise of laity in Catholic higher education, and Chapter Five examines the expansion of Catholic postsecondary schools after World War II, seeking to determine why Catholic colleges and universities have not made greater advances in quality and status. The book includes a selected bibliography of over 350 items and an index. (JB)

ED 334 950 HE 024 805

Brennan, John; McGeevor, Philip
Graduates At Work: Degree Courses and the Labour Market. Higher Education Policy Series, 1.
SPONS. AGENCY- Council for National Academic Awards, London (England).
PUB DATE- 88
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Cooperative Learning; Distance Education; Educational Technology; Elementary Secondary Education; Epistemology; Expert Systems; Higher Education; Hypermedia; Industrial Training; *Instructional Design; Instructional Development; *Instructional Effectiveness; Interactive Video; *Learner Controlled Instruction; Locus of Control; Media Research; Models; *Research Methodology

This volume contains 57 papers and 1 symposium, consisting of an introduction and 4 papers. The topics discussed range from the instructional effectiveness of various presentation formats and media to the social foundations of educational computing and school restructuring. Cognitive theory and several design theories are also addressed. Research related to computer assisted instruction includes investigations of cooperative learning, variations in instructional control, interactive video, use of computer animation, hypermedia browsers, software for teachers to use in lesson planning, computer assisted testing, and automated instructional systems development. Formats for microcomputer displays and electronic publishing are also considered, as well as computer simulations and telecommunications-based distance education. Also included in this volume are information on the Association for Educational Communications and Technology (AECT), author and descriptor indexes, and a list of the 12 proceedings already in the ERIC system together with their ED numbers. (BBM)

ED 334 970 IR 015 133

Anglin, Gary J.; Towers, Robert L.
Citation Networks of Selected Instructional Design and Technology Journals, 1985-1990.
PUB DATE- 91
NOTE- 20p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citation Analysis; Cluster Analysis; *Diffusion (Communication); Educational Research; Higher Education; Instructional Design; *Instructional Development; Scholarly Journals; Tables (Data)
IDENTIFIERS- *Invisible Colleges

This study of the patterns of communication in the field of instructional technology examined the reference lists provided with each article or review in three journals for a period of five years to determine: (1) who the most cited authors in the field are; (2) whether invisible colleges exist in the field; and (3) if invisible colleges do exist, who the participants are in each invisible college. The journals studied were the Journal of Instructional Development (JID, Spring 1985-Fall 1990); Educational Communication and Technology Journal (ECTJ, Spring 1985-Summer 1990); and Performance Improvement Quarterly (PIQ, Spring 1988-Fall 1990). The name of each author, co-author, or editor of works cited was entered in a database together with the name of the journal, date of citation, and volume and issue numbers of the journal. The number of citations per author was recorded, and individuals were included in the study if they had been cited a minimum of five times. From the 12,220 citations entered in the database for the visual presentation mode. The ordering of the means with color highest, followed by black and white and line drawing respectively, suggests that cue summation theory is a valid predictor of visual processing in recall memory. It was concluded that the more realistic cues were more effective coding devices than the less realistic cues in this study. (27 references) (BBM)

ED 334 988 IR 015 151

King, James W.
Chaos, Communication, and Educational Technology.
PUB DATE- 91
NOTE- 17p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. Bibliography may not reproduce well because of small type size.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Educational Technology; Research Methodology; *Systems Analysis; *Systems Approach
IDENTIFIERS- *Chaos

Chaos offers educational communications and technology new systems tools and ideas; i.e., it provides the system with a deterministic "I don t know" state within which new activity patterns can be generated. Previous characterizations and paradigms of systems stated that simple systems behaved in simple ways, complex behaviors implied complex causes, and different systems behaved differently. These ideas are now undergoing serious and exciting evaluation and re-examination because of chaos. This shift is producing new ways of studying problems, e.g., simple systems give rise to complex behavior and involved descriptions; complex systems may be studied by looking at simple behaviors and simpler systems; and much complexity holds universally, unrelated to the type of system or its components. Summarizing the exploding transformations based on systems and chaos, Linstone (1989) writes that now these are: (1) new ways to study complex systems; (2) techniques to study problems using multiple perspectives; and (3) approaches to employ "what if" rather than prediction as a basis for planning. Other researchers assert that systems are undergoing a radical change toward the multiple, the temporal, and the complex. Chaos is a toolbox of ideas (and statistical methods) that can aid communicators by providing them with new insights, multiple perspectives, and "what if. . .?" attitudes. (76 references) (BBM)

ED 334 989 IR 015 152

Knupfer, Nancy Nelson; McIsaac, Marina Stock
A Fine-Tuned Look at White Space Variation in Desktop Publishing.
PUB DATE- 91
NOTE- 16p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

and in the generalized transfer of training principles to the workplace. A model of those factors which contribute to these training outcomes has been constructed and described. Two appendices provide additional information on the measurement of variables and path diagrams supporting a general model of delivery system preference effects. (14 references) (BBM)

ED 335 006 IR 015 173

Rieber, Lloyd P.
The Effects of Visual Grouping on Learning from Computer Animated Presentations.
PUB DATE- 91
NOTE- 10p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; Comparative Analysis; *Computer Assisted Instruction; *Computer Graphics; Cues; Incidental Learning; *Instructional Effectiveness; Intentional Learning; Intermediate Grades; Intermode Differences; Microcomputers; *Visual Stimuli
IDENTIFIERS- Chunking; Printed Materials

The effects of visual grouping strategies involving animated and static graphic presentations on learning were studied. Also studied was the ability of students to learn a scientific rule presented incidentally in an animated sequence in the hope of replicating results from previous research. A total of 39 fourth graders participated in an introductory lesson on Newton s laws of motion. Two levels of Visual Presentation (Static Graphic, Animated Graphic) were crossed with two levels of Visual Grouping (Grouped, Ungrouped). A within-subjects factor consisted of two levels of Learning Intent (Intentional, Incidental). Results showed that students given animated presentations of lesson content outperformed students receiving static presentations, but only when the animated lesson frames were presented in groups, or "chunks," of textual and visual sequences. These results demonstrate how students selective attention toward information contained in animated visuals can be undermined when the presentation insufficiently cues their focus of attention to the animated sequence. These results also illustrate at least one possible strategy which can be used to improve the ability of students to attend to and learn from animated visuals. Results also showed that students were successfully able to extract information pertaining to an application of Newton s second law incidentally presented in animated sequences. These results successfully replicate earlier findings indicating that elementary school students can learn and apply incidental information from an animated display without necessarily sacrificing intentional learning. (21 references) (Author/BBM)

ED 335 007 IR 015 174

Rieber, Lloyd P.
Computer-Based Microworlds: A Bridge between Constructivism and Direct Instruction.
PUB DATE- 91
NOTE- 18p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.

preactive planning process: (1) faculty engaged in course or term planning as a front-end activity; (2) planning was driven by content and centered on the selection and sequencing of subject matter; and (3) distance planning focused on the development of an extended syllabus. Factors that influenced planning included time constraints; the medium of delivery; and faculty beliefs, attitudes, and concerns about the nature and conduct of instruction. It is noted that the resulting courses were retrofitted rather than redesigned, and the paper concludes by suggesting that differences between face-to-face instruction and the distance education environment should be taken into account when planning for instruction in non-traditional settings with non-traditional learners. (25 references) (BBM)

ED 335 024 IR 015 191

Yeaman, Andrew R. J.
An Anthropological View of Educational Communications and Technology: Beliefs and Behaviors in Research and Theory.
PUB DATE- 91
NOTE- 11p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Educational Technology; *Educational Theories; *Models; Research Methodology
IDENTIFIERS- *Kuhn (T S)

This paper examines the possibility of a Kuhnian paradigm in research and theory in educational communications and technology. First, it analyzes Kuhn s model and the attraction of this model as a viewfinder. It turns to anthropology for explanation of beliefs and behaviors. Then it takes a critical look at use of the Kuhnian paradigm metaphor in the field of educational communications and technology. The implications of an alternative research agenda are examined. This paper concludes with a discussion of the schism between researchers and practitioners in the ways they know the world. (32 references) (Author/BBM)

ED 335 025 IR 015 192

Yeaman, Andrew R. J.
Sociocultural Aspects of Computers in Education.
PUB DATE- 91
NOTE- 6p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Cultural Context; Elementary Secondary Education; *Microcomputers; *Resistance to Change; *Socioeconomic Influences; Teacher Attitudes
IDENTIFIERS- Computer Industry

The data reported in this paper gives depth to the picture of computers in society, in work, and in schools. The prices have dropped but computer corporations sell to schools, as they do to any other customer, to increase profits for themselves. Computerizing is a vehicle for social stratification. Computers

This publication is designed to assist teacher librarians or those who are in charge of school libraries in the following areas: (1) online information services; (2) electronic bulletin boards and electronic mail; (3) CD-ROM and videodisc; (4) hypertext and hypermedia; (5) automated library systems; and (6) developing an IT plan for a school library. Also included are a discussion of the role of the teacher librarian, an overview of information technology, an explanation of curriculum resources information systems and guidelines for planning library automation, an overview of new and forthcoming technologies, and an IT plan for a school library. Three appendices provide a directory of sources and services, an extensive bibliography, and guidelines for planning for the introduction of online services in the school. (MAB)

ED 335 044 IR 053 672

Hollenhorst, Kathryn
The NDSU Library Instruction Book. Third Edition.
PUB DATE- 90
NOTE- 60p.; For the 1987 Library Instruction Workbook, see ED 308 861.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Classification; Guidelines; Higher Education; *Library Instruction; *Library Services; *Online Catalogs; Optical Data Disks; *Reference Materials; *Reference Services; *Search Strategies
IDENTIFIERS- Dewey Decimal Classification; Library of Congress Classification; North Dakota State University

Designed to acquaint students with the facilities and resources of the North Dakota State University (NDSU) Library, this library manual is divided into 24 chapters: (1) The Main Library; (2) Reference Room; (3) Periodical Indexes; (4) Infotrac Academic Index; (5) Abstracts and Two-Step Indexes; (6) Locating Periodicals; (7) Newspaper Indexes and Current Events Reference Sources; (8) Dictionaries; (9) Encyclopedias; (10) Almanacs; (11) Biographies; (12) Atlases and Maps; (13) The Online Catalog; (14) Term and Subject Searches Using the Online Catalog; (15) Online Catalog Advanced Techniques; (16) Locating Books; (17) Library of Congress Subject Headings; (18) Library of Congress Classification System; (19) How to Check Out Books and Other Circulation Procedures; (20) How to Locate Reserve Readings; (21) Interlibrary Loan; (22) Government Publications; (23) North Dakota Institute for Regional Studies and the NDSU Archives; and (24) Summary. Individual chapters contain information on library policies and services; a schedule of library hours and floor plans showing the location of different departments; descriptions of various reference sources and instructions for using them to locate information, including printed materials, an automated database stored on a compact disk, and the online catalog; lists of materials in various categories; and examples. The final summary notes that the manual does not cover everything the library has to offer and encourages students to ask the librarians at the reference desk for assistance. (BBM)

ED 335 045 IR 053 673

Rebizant, Sandra; Beattie, Norman
Using Libraries and Their Resources. Secretary, Clerical Bookkeeping. COMPAC 0A03.

(120)
DESCRIPTORS- Community Colleges; Computer Literacy; *Computer Uses in Education; *Educational Resources; *Electronic Mail; Independent Study; *Online Searching; Postsecondary Education; *Teacher Role; Two Year Colleges

A new level of learning resources is surfacing in many postsecondary institutions, taking one of three principal forms: an independent study model of one-on-one learning, computer communications via e-mail between teachers and learners, or online database searching to facilitate access to information and the use of libraries. The use of these resources presents new challenges for the colleges and their faculty and students. Institutional funding priorities may have to be reassessed so that access to these resources can be fully supported in college budgets. In addition, professors and students may have to rethink their roles in the learning process. Most will need to receive training to utilize the resources effectively in the enhancement of learning. Once the technology has been learned and both students and teachers have the requisite hardware and software, e-mail allows the opportunity for spontaneous, unscheduled, timely communication between professors and students. This removes the difficulties involved in picking appointment times and locations convenient to all parties involved. Online database searching helps professors obtain citations to books and articles on a particular subject, develop bibliographies, direct students to applicable materials, and gain access to information for themselves. Yet, database searching, along with other computer-based learning resources, will not become central or important resources without the direct involvement of the professoriate. Educators should explore questions of student access to computers, help students overcome computer anxiety, encourage student use of computers to communicate with and receive information from faculty, and work directly with students in the development of strategies for computer searching. Technology can help faculty focus time and energy on the intellectual growth and development of students. (JMC)

ED 335 064 JC 910 105

Taylor, Robin
Central College Data Book, 1989-90.
PUB DATE- Jul 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Church Related Colleges; College Admission; College Credits; *College Faculty; College Outcomes Assessment; *Educational Finance; *Enrollment; Followup Studies; Grades (Scholastic); Private Colleges; Student Attitudes; Student Attrition; Student Characteristics; *Tables (Data); Teacher Salaries; Two Year Colleges; Two Year College Students
IDENTIFIERS- Central College KS

Designed to provide a statistical profile of Central College (CC) in Kansas, a two-year, residential, liberal arts and career-entry college affiliated with the Free Methodist Church of North America, this five-part fact book examines the mission and history, faculty, enrollment, academic program, and financial resources of the college. The first section explains the purposes and objectives of CC, offers a history of the college s significant turning points, and lists the agencies accrediting CC and the associations of which it is a member.

Oxnard College (OC) conducted a study of the academic performance and persistence of entering students who were advised to take a remedial reading course, comparing students who subsequently enrolled in the recommended course with those who did not. The study sample included 192 first-time students who attended OC in fall 1989 and whose entry-test reading scores were below college-level. Eighteen students elected to enroll in the recommended course of whom 14 completed the course. Study findings included the following: (1) age distributions for the two groups were similar; (2) 70% of advice followers who completed the recommended course also completed all other units attempted in fall 1989, versus 61% of non-advice followers, but this difference was not found to be statistically significant even at a 5% level of confidence; (3) anomalous to the course completion data, 40% of the non-advice followers persisted on to the subsequent semester versus 21% of course completers; (4) all four students who enrolled in but did not complete the recommended course were male, while 54% of the course completers were female; and (5) the majority (52%) of non-advice followers were male. The study recommended that first time OC students receive counseling before enrolling and that a plan be developed to facilitate the success and persistence of remedial students at the college. (PAA)

ED 335 081 JC 910 371

Jones, Joan; Jackson, Ronald
The Impact of Writing Placement Testing and Remedial Writing Programs on Student Ethnic Populations at Oxnard College. Research Report #91-02.
PUB DATE- 28 Jun 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Basic Writing; Community Colleges; Comparative Analysis; *Ethnic Groups; High Risk Students; Minority Groups; Program Effectiveness; Racial Differences; Remedial Programs; Standardized Tests; *Student Placement; Test Bias; Test Reliability; *Test Validity; Two Year Colleges; Two Year College Students; *Writing Tests
IDENTIFIERS- Oxnard College CA

In an effort to determine the impact of entry-level writing tests and subsequent remedial writing programs on various student ethnic populations at California s Oxnard College (OC), a study was conducted of 812 first-time students in fall 1989 who were administered the Assessment and Placement Services Exam for Community Colleges (APSECC). Of these students, 78.69% scored below college-level on the writing skills portion of the test and 38.65% subsequently enrolled in the college s remedial writing program. Study findings included the following: (1) White students performed best on the writing subtest while Asian and Black students performed least well; (2) a greater proportion of Asian and Hispanic students who scored below college-level elected to enroll in remedial writing than White students, although these differences were not shown to be statistically significant; and (3) 65.59% of the students who enrolled in remedial writing courses matriculated to at least one college-level course in the subsequent term, with Filipino and White students more likely to matriculate than other ethnic groups. Study recommendations included the following: the APSECC, last validated in 1979, should be reevaluated against a more recent standardized test instrument; OC should assess the propriety of the established cut-off scores; the college should on TACs. Chapter 3 presents the steps involved in the development of the handbook, which included solicitation of existing materials from other colleges, and interviews with business and industry representatives. Chapters 4 and 5 discuss the results of the handbook development process, and present conclusions and recommendations. The resulting TAC handbook is appended. The first section reviews DCC s mission and purpose, the second lists technical programs at DCC, and the third presents information on the functions of advisory committees, the selection and length of service of members, and operational considerations. The final section of the handbook describes the scope of the TAC s work, which includes community surveys, career guidance, graduate placement, curriculum advisement, public relations, recruiting, and program evaluation. (PAA)

ED 335 098 JC 910 397

Grunder, Patricia; And Others
Developing an Institutional Effectiveness Assessment Program: A Collection of Resources for Florida Community Colleges.
PUB DATE- Jun 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Planning; *Community Colleges; *Evaluation Criteria; Institutional Research; Literature Reviews; Mission Statements; *Organizational Effectiveness; Program Development; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Southern Association of Colleges and Schools

Recent accreditation criteria established by the Southern Association of Colleges and Schools (SACS) require all Florida community colleges to develop, implement, and maintain a formalized and ongoing planning, budgeting, and evaluation process which continuously examines and evaluates institutional performance within the confines of the institutional mission. Designed to assist colleges in developing an assessment and effectiveness plan, this report provides a detailed review of the SACS Criteria for Accreditation, and summarizes the literature currently available on institutional effectiveness. An introductory section analyzes SACS accreditation criteria as they relate to institution mission, planning and evaluation, and institutional research. The report then examines the role of institutional research in measuring institutional effectiveness. The next section cites state and federal reports and databases relevant to institutional effectiveness efforts. A listing of the key articles and reports specific to community college effectiveness programs concludes the report. Appendix A presents the specific sections of the SACS Accreditation Criteria, while Appendix B provides an annotated bibliography of 15 ERIC documents on institutional effectiveness, as well as a list of 62 other suggested readings. (PAA)

ED 335 099 JC 910 398

Survey of 1990 Catonsville Community College Graduates.
PUB DATE- Sep 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Foreign Countries; Kindergarten; *Kindergarten Children; *Preschool Teachers; Primary Education; *Reaction Time; *Verbal Communication
IDENTIFIERS- *Conversational Flow; *Reticence

This study examined the response latencies of 19 reticent kindergarten children, 19 peer controls, and their teachers during three "show and tell" sessions. Findings indicated that both groups of children took longer to respond to product questions than to choice questions or comments. Similarly, teachers waited longer for responses to product questions and waited equally long for both groups. However, after verbal children spoke, teachers waited longer before making a follow-up remark. Findings are discussed in terms of response complexity, teacher expectancy, support and control, and communication development. (Author/RH)

ED 335 117 PS 019 670

Peterson, Marilyn
The Importance of Volunteering in a State Prekindergarten Classroom.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Achievement; Child Development; Classroom Environment; *Family Involvement; *Parent Participation; *Parents as Teachers; Parent School Relationship; Preschool Education; State Programs; *Volunteers
IDENTIFIERS- Illinois

This study examines the value of volunteering in preschools by members of the preschooler s family. Prior research has confirmed the benefits of parental involvement in children s education, particularly before the child is 6 years of age. Close contact between parent and teacher gives each a more complete picture of the child s abilities and improves consistency in working toward desired goals. In today s reality, the most significant adults in the lives of many children may be grandparents, aunts and uncles, or older brothers and sisters. The early childhood classroom provides the first opportunity for a family member to participate in a classroom setting. Volunteering is not mandated by the State Prekindergarten Program in Illinois, so it is important for families to understand the significance of volunteering in the classroom and the benefits it entails for the child. Other research on the benefits of parent involvement indicates that parents gain sensitivity to their child s needs and increased acceptance and enjoyment of their children. Children s intellectual success is enhanced, and they become stronger socially and emotionally. While some studies have found that family participation in school seems to affect children s self-esteem, self-discipline, mental health, and long-term aspiration, more research is needed. (SH)

ED 335 118 PS 019 672

Mays, Sharon; And Others
Keeping Kids Healthy.
PUB DATE- 15 Apr 91
NOTE- 23p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Des

which employers provide direct services, such as child care resource and referral contracts and family day care networks, and make community investments, such as philanthropic and organizational fund initiatives. Liability and accountability issues, and advantages and barriers to increased employer involvement, are considered. Discussion concludes with suggestions for employer involvement. An annotated bibliography cites 21 references. Appendix I summarizes employers options. Appendix II is a directory providing 32 profiles of family day care initiatives. Appendix III lists organizational resources. (RH)

ED 335 138 PS 019 755

Smith, Anne B.; And Others
Early Childhood Teachers: Roles and Relationships.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- Apr 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authoritarianism; Foreign Countries; *Interprofessional Relationship; Kindergarten; Leadership Styles; *Participative Decision Making; Preschool Education; *Preschool Teachers; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Consensus; New Zealand; *Teacher Cooperation

This study explored the nature of staff roles and relationships in four New Zealand kindergartens during the process of change that ocurred when a new staff member was taking up a position. The study attempted to identify features of early childhood settings in which relationships among staff were working well and settings in which they were not. The major themes emerging from a series of interviews of teachers (N=12) were goal consensus and power sharing in decision making. Successful kindergartens, in which harmonious staff relationships developed, involved all staff in developing philosophical agreement and clarifying roles. Unsuccessful kindergartens, in which staff problems culminated in resignations, evidenced conflict between experienced and inexperienced teachers about teacher roles. Successful kindergartens worked through consensus and negotiation, while unsuccessful kindergartens worked through the authority of the head teacher or the majority view. A list of 13 reference items is included. (BC)

ED 335 139 PS 019 757

Kahn, Peter H., Jr.
Should Developmental Psychologists Take Seriously the Hermeneutic Critique?
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Psychology; *Epistemology; *Hermeneutics; *Scientific Methodology
IDENTIFIERS- *Objectivity; *Subjectivity; Theoretical Analysis; Theory Development

Most developmental psychologists have encountered some version of

1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Familiarity; *Infants; *Long Term Memory; *Prompting; *Recall (Psychology); *Serial Learning
IDENTIFIERS- Causal Influences; *Delay Effect

In two experiments, the ability of children younger than 20 months to engage in delayed ordered recall was investigated. In the first experiment, 13- and 16-month-old children were presented with 2-step event sequences and tested for recall, first, immediately following the event and second, after a one-week delay. Sequences were novel-causal, novel-arbitrary, or familiar. Results indicated that 16-month-olds produced more correctly ordered sequences than did 13-month-olds, and both groups produced more correct sequences for causal events than for arbitrary or familiar events. In the second experiment, 16-month-old children were presented with three-step event sequences and tested for immediate recall and recall with a verbal reminder. Results indicated that: (1) children produced more correctly ordered sequences for causal and familiar sequences than for arbitrary sequences; and (2) given a reminder, 16-month-olds were able to remember longer sequences after a delay. A list of three references is included. (BC)

ED 335 161 PS 019 925

Strain, Phillip S.; Smith, Barbara J.
Global Educational and Social Forces Affecting Preschool Mainstreaming. Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Factors; Educational Administration; Educational Change; *Educational Policy; *Educational Practices; *Mainstreaming; Parent Role; *Preschool Education; *Research Needs; *Social Influences; Special Education; Unions
IDENTIFIERS- Site Based Management

Focusing on special education and early childhood policy and practices, this paper highlights global educational and social forces that demand professional attention and study. These global forces include: (1) the movement toward educational reform and an improved competitive edge in the world marketplace; (2) the unionization of educational professionals and protectionism; (3) the trend toward site-based management; (4) the expanded role of parents in schooling; and (5) the unprecedented number of states and locales with severe fiscal difficulties. Following discussion of each of these forces, corrective ideas are offered related to the experimental analysis of integration ecologies, the synchronization of rhetoric and practice, and the prioritization of children with special needs in the context of integration. It is concluded that widespread integration of special needs children into regular classrooms will likely be impossible without a new, coordinated, and massive effort to understand and alter many fundamental features of present educational practice and policy. It would be rash to assume that integration efforts will grow to their full potential without regard to issues of skills, vocational training, counseling for employment and college planning, and some credit-bearing classes for students who return to high school. Work study can also help students develop occupational skills and earn needed income. (KS)

ED 335 180 RC 018 180

Huang, Gary; Howley, Craig
Recent Trends in Rural Poverty: A Summary for Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Employment Level; Family Structure; *Poverty; Race; *Role of Education; Rural Areas; *Rural Education; *Rural Urban Differences; Socioeconomic Influences
IDENTIFIERS- ERIC Digests

This ERIC digest summarizes recent studies on poverty in rural areas. In 1986, the poverty rate in rural areas was 50 percent higher than the urban rate. During the 1980s, rural poverty stayed higher, rising more rapidly during recession, and falling more slowly in the "recovery" period. Characteristics that distinguish the rural poor from the urban poor are: (1) the rural poor are more likely than the urban poor to work, but low wages keep them in poverty; (2) the majority of poor rural families are two-parent families, whereas the poor urban family is typically headed by a single parent; and (3) a much larger portion of the rural poor are whites than in urban areas. Some analysts believe poverty is more a function of history and economic structure than of individual or group characteristics. The rural economy is characterized by dependence on natural resources, a narrow industrial base in a given locale, and emphasis on low skill labor. Other analysts believe lack of human capital is a major cause of rural poverty, and blame an educationally disadvantaged labor force. However, the largest poverty gap between urban and rural populations is among those with more education, and the smallest among high school dropouts. As a potential influence on the well-being of individual student from poor families, education is clearly important. On the other hand, the role of education in changing the structural features of rural poverty is clearly limited. (KS)

ED 335 181 RC 018 263

Kruse, Janice
Rural Thinking Skills Catalog.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Games; Creative Activities; Elementary Secondary Education; Enrichment; *Instructional Materials; *Language Arts; *Mathematics; Rural Schools; *School Catalogs;

NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Case Studies; *Developing Nations; Disadvantaged Environment; *Educational Development; Elementary Secondary Education; Foreign Countries; Interviews; Parent Attitudes; *Role of Education; Rural Areas; Rural Development; *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- *Sri Lanka

This book identifies the problems confronting formal education in a disadvantaged rural area of Sri Lanka. The book is organized in three parts. Part One provides the frame of reference and general background for the research. The first chapter outlines the existing theories on the role of education in developing countries and presents the standpoint taken for this study. The second chapter offers an overview of education in Sri Lanka today and in the past. Chapter 3 is a descriptive sketch of Moneragala District, which was the location of the research. Chapter 4 specifies research questions and the methods for gathering field data. Part Two contains three chapters reporting the empirical findings of the fieldwork components. These chapters present: (1) an extensive case study in one village, giving data from interviews with parents and teachers as well as recounting incidents and observations made by the author while living and teaching among the villagers; (2) six comparative case studies on education in six Moneragala villages; and (3) results of a survey involving visits and interviews with principals at 30 randomly selected village schools. In Part Three, two concluding chapters respectively, assess the results of the major empirical components of the study, offer a comparative literature research of fieldwork studies conducted elsewhere in developing countries. Appendices list interview questions and tabulate responses to major questions. The book contains a glossary of Sinhala words, a glossary of "Sri Lankan English" words, a table of abbreviations and acronyms, a bibliography of approximately 200 citations, and indices of authors and subjects. (KS)

ED 335 200 RC 018 294

Searl, Jacalyn; And Others
Developing a Training Program for Early Childhood Inservice Personnel Preparation: A Rural Approach.
PUB DATE- 91
NOTE- 11p.; Paper presented at the National Conference on Rural Adult Education Initiatives (Kansas City, MO, June 20-22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; Distance Education; Early Childhood Education; *Early Intervention; *Federal Programs; *Inservice Teacher Education; *Outreach Programs; *Preservice Teacher Education; *Rural Areas; Special Needs Students
IDENTIFIERS- *Education Of the Handicapped Act Amendments 1986; South Dakota

This paper provides an overview of the effort of South Dakota University s Affiliated Program/Center for Developmental Disabilities (SD UAP/CDD) to provide a comprehensive outreach-training approach for personnel serving in early intervention programs. Public Law 99-457 (Education of the Handicapped Act Amendments of 1986) requires states and local agencies to

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Development; Computation; Elementary Education; *Elementary School Mathematics; *Geographic Concepts; *Interviews; *Mathematical Concepts; Mathematics Education

Mathematical concepts presented within disciplines outside mathematics are either assumed to be already familiar to the students, or else, they are regarded as being peripheral to the appreciation of the content of the nonmathematical lesson. Because it is routinely included without regard for possible students interpretations, the mathematical information may actually contribute to students misconceptions rather than the students enrichment in both the mathematics and the other discipline. Directly related to this situation is the national concern about geographical illiteracy among students, particularly with respect to its origins within the classroom setting. A study postulated that students levels of conception (or misconception) in mathematics are associated with the extent of their accuracy in interpreting geographic problems and that particular forms of mathematical competence are highly associated with geographic knowledge. After the collection of representative text materials for grades 3-6, interview protocols consisting of "matching" mathematics and geography tasks were prepared for 64 students (8 boys and 8 girls from each grade) from two schools in a middle-class suburban public school district in northern New Jersey. Results of quantitatively scored interviews indicated a significant positive correlation on overall performance between mathematics tasks and geography tasks. However, although both computational skills and conceptual understanding contributed significantly to this correlation, there was a trend for the relationship between computation and geography performance to decrease in the higher grades, whereas the relationship between conceptual understanding in mathematics and geography performance tended to increase with grade level. (JJK)

ED 335 220 SE 052 187

Schuman, Jonathan C.
Teaching Two-Step Numerical Problem Solving to Elementary School Students through Computer-Assisted Instruction.
PUB DATE- Mar 91
NOTE- 121p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Elementary School Mathematics; Grade 2; Grade 3; Individualized Instruction; *Learning Disabilities; *Learning Modalities; Mathematics Education; *Mathematics Instruction; Perceptual Handicaps; Pretests Posttests; Primary Education; Problem Solving; Programed Instruction; *Small Group Instruction
IDENTIFIERS- Mathematics Education Research

Previous research has indicated that numerically based problem-solving can be taught to children and that it should be initiated on a continuing basis in the elementary school years, yet there is no evidence for the existence of an exact, comprehensive process through which problem-solving with numerical comparisons and addition or subtraction operations can be effectively taught to children. The ability of 6 second-

ED 335 237 SE 052 229

Baker, Dale R.
A Summary of Research in Science Education--1989.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Cognitive Processes; *College Science; Computer Uses in Education; *Elementary School Science; Elementary Secondary Education; Evaluation; Females; Higher Education; Minority Groups; Misconceptions; Science Curriculum; *Science Education; *Science Instruction; Science Teachers; Scientific Literacy; *Secondary School Science; Student Attitudes; Tests; Textbooks

This summary of research in science education for 1989 is organized around 15 major themes. These themes are: (1) criteria and ethics; (2) achievement in science; (3) affect; (4) classroom interactions; (5) cognitive processes; (6) computers; (7) curriculum; (8) instruction; (9) legislation and policy; (10) misconceptions; (11) scientific literacy; (12) teachers; (13) tests and assessments; (14) textbooks and text comprehension; and (15) women and minorities in science. Each of these sections contains a summary of the research and comments. A critical analysis of the quality of the research has not been done because most of the material presented in the summary has gone through at least one level of peer review as a publication or paper. Dissertations were reported from the abstracts. A 338-item bibliography is included. (KR)

ED 335 238 SE 052 417

Frye, Shirley M.
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics. ERIC/SMEAC Mathematics Education Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Support; *Curriculum Development; *Educational Assessment; *Educational Improvement; Elementary School Mathematics; Elementary Secondary Education; Local Issues; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; Professional Development; Public Support; School Support; Secondary School Mathematics; Standards; Teacher Attitudes; Teacher Evaluation; Teacher Improvement; Teacher Role
IDENTIFIERS- ERIC Digests; National Council of Teachers of Mathematics; *NCTM Curriculum and Evaluation Standards

The National Council of Teachers of Mathematics (NCTM), with the establishment and promulgation of standards for the reform of teaching and learning mathematics, has furnished the leadership and the impetus toward the achievement of a vision of affording a high-quality mathematics education for all of the nation s

compared with particular attention paid to the extent to which the textbooks are globally oriented. The trend of emphasizing global education in the social studies also is discussed. As used in this paper, "global education" includes the study of world geography, world history, and similarities and differences in cultures and languages. The output of eight commercial publishing houses for social studies books and media are reviewed to determine what additional materials are available to teachers, and recommendations of the National Commission on Social Studies in the Schools are noted and discussed. The texbooks compared are as follows: Harcourt Brace Jovanovich, 1980 and 1991 series; Houghton Mifflin, 1980 and 1991 series; Scott, Foresman, 1983 series; and Silver, Burdett, 1982 and 1991 series. Changes made by the three publishers of 1991 series since their earlier editions are noted, especially in light of the National Commission s recommendations. The paper concludes with some reflections and recommendations on the question of how social studies teachers can best prepare students to live in a global society. (DB)

ED 335 261 SO 021 328

Quina, Kathryn
Teaching Research Methods: A Multidimensional Feminist Curricular Transformation Plan. Working Paper No. 164.
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Educational Change; *Feminism; Higher Education; Learning Theories; Nontraditional Education; *Research Methodology; *Science Education; Sex Bias; Sex Fairness; Teaching Experience; Teaching Methods; Womens Studies

In some areas of the college curriculum, such as the humanities and social sciences, the process of transforming the curriculum to reflect women s studies has reached a fairly sophisticated level. Other disciplines, however, especially the sciences, have proposed greater dilemmas for feminist scholars. This paper presents a multidimensional framework for feminist curricular transformation, along with a view of what a feminist scientific environment would look like. The framework contains six domains of transformation and three levels of existing and future action taken to achieve a feminist curriculum. As an example of a scientific curriculum transformed to reflect feminist concerns, a research methods curriculum in psychology is outlined. A 152-item reference list is included, as are specific suggestions drawn from teaching experiences. (DB)

ED 335 262 SO 021 329

McIntosh, Peggy
White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women s Studies. Working Paper No. 189.
SPONS. AGENCY- Anna Wilder Phelps Fund, Chicago, IL.
PUB DATE- 88
NOTE- 25p.; Presented at the Virginia Women s Studies Association Conference (Richmond, VA, April, 1986); and the American Educational Research Association Conference (Boston, MA, October, 1986).

map skills and knowledge of geography. This ERIC Digest discusses: (1) what students should learn about geography; (2) what to do at school to improve the geography learning of students; and (3) what to do at home to improve the geography learning of children. A list of references and ERIC resources is provided. (DB)

ED 335 285 SO 021 765

Patrick, John J., Ed.
Ideas of the Founders on Constitutional Government: Resources for Teachers of History and Government.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 165p.; A product of Project 87.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Constitutional Law; Educational Resources; High Schools; *History Instruction; Instructional Materials; Learning Activities; Political Science; *Secondary School Curriculum; Social Studies; Teaching Guides; United States Government (Course); *United States History
IDENTIFIERS- United States Constitution

The political ideas of John Adams, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and other Founders of the United States have been a rich civic legacy for successive generations of citizens. An important means of ensuring that these ideas on constitutional government continue to inspire and guide people in the 21st century lies in the curricula of secondary schools. Students need exposure to the constitutional thought of the Founders, and the documents that contain the Founders ideas, if they are to be expected to think critically about these ideas in order to identify and maintain the best of them and to modify and improve upon the rest of them. Current secondary school curricula are flawed by neglect of core ideas in the political thought of the Founders. This volume is designed to address this flaw; its contents highlight the constitutional thought of important Founders in scholarly essays and teaching plans for high school history and government teachers and in document-based learning materials for students. The volume contains nine units, each of which is based on the ideas and primary sources found in essays originally published in "This Constitution: A Bicentennial Chronicle." Each of the nine units includes four elements: (1) An "Introduction" that announces the topic and main ideas of the constitutional government unit; (2) an essay written by a scholar that highlights primary sources on political ideas of one or more of the Founders of the United States; (3) a teaching plan for high school history and government teachers to guide their use of learning materials for students based upon the essay; and (4) a lesson for high school students of history and government designed to teach ideas in primary sources featured in the scholarly essay. (DB)

ED 335 286 SO 030 188

Curiel, Herman; Dobrec, Antonia

ED 335 308 SP 033 144

Jeschke, Thomas; And Others
Health Services, Student Services Department: Program Evaluation. 1990-91.
PUB DATE- Apr 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Health Education; Program Evaluation; Public Schools; *Safety Education; School Districts; *School Health Services; *School Nurses
IDENTIFIERS- Des Moines Public Schools IA; Education for All Handicapped Children Act; Health Educators

This document evaluates the Des Moines Public Schools health services and education program, which utilizes the professional expertise of school nurses throughout the district. The program promotes success in the learning process for students (including those with complex health care needs, conditions, and disabilities), employees, and the community. Areas of education and service include substance abuse programs, athletic programs, emergency plans and procedures, pregnant and parenting students, cardiopulmonary resuscitation instruction, communicable disease, health appraisals (including immunizations), child abuse programs, special education planning, physical education, health education counseling, and curriculum planning and instruction. Future plans emphasize individualized health care for students with special needs, in-service programs for staff, and the maintenance of students in the educational process at their optimum level of physical, psychological, and emotional well being. (LL)

ED 335 309 SP 033 145

Wandberg, Robert; And Others
Model Learner Outcomes for Health Education. A Mission toward Healthy People.
PUB DATE- 90
NOTE- 157p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Educational Objectives; Elementary Secondary Education; *Health Education; *Health Promotion; Instructional Development; State Curriculum Guides
IDENTIFIERS- Minnesota; Model Learner Outcomes

This document provides a structure within which teaching staff can improve students learning experiences and predict specific learner outcomes in health education. The material is presented in four chapters followed by an appendix. Chapters 1-3 examine the system s values, learner values, philosophy of education, mission for public education and learner goals; children s health today; the role of health education; and the challenge of health education in today s world. Chapter 4, "Health Education: Transposing the Health Education Model Learner Outcomes into Curriculum," discusses 10 elements of curriculum design, as well as program and learner outcomes. The subjects covered include tobacco, alcohol and drug use; prevention and control of injuries, adolescent suicide, AIDS and other sexually transmitted diseases; health-related physical fitness; reduction of the incidence of abuse, violence, teen-age pregnancy, the risk of cardiovascular diseases, cancer and

Development; Questionnaires; *Second Language Programs; State Curriculum Guides; State Standards
IDENTIFIERS- *Connecticut

The guide is designed to help school district planners develop and implement suitable foreign language curricula. Focusing on programs in grades K-12, it provides an overview of current philosophies, objectives, methods, and materials in foreign language education; illustrates how these may be implemented in a sequential foreign language program designed for specific local needs; and gives guidance in evaluating student performance and program effectiveness. Chapters address these topics: foreign language program types; the process of determining school district foreign language program policy, and current trends that may influence that philosophy; practical issues to be considered in planning a curriculum; setting general and specific program goals and objectives; current instructional strategies and classroom techniques that can be used to implement the curriculum; evaluation of students skills and attitudes; and issues relating to special populations, including issues of equity and integration, nontraditional language students, adult students, the gifted and talented, limited-English-proficient students, and preschool language programs. Appended materials include relevant sections of Connecticut State law, a sample cultural questionnaire concerning target language cultural traits to be addressed in the curriculum, and a list of organizational and print resources in foreign language education. Contains references following each chapter. (MSE)

ED 334 849 FL 019 302

Weber, Ellen
Business German: The Use of Simulations in a Total Immersion German Business Class.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Classroom Techniques; College Second Language Programs; Course Descriptions; *German; Higher Education; *Immersion Programs; *Languages for Special Purposes; Second Language Instruction; *Simulation
IDENTIFIERS- *Concordia College at Moorhead MN

At Concordia College s Institute of German Studies (Minnesota), an immersion program, a 1-month course entitled "German in the Business World" concentrates on development of written and oral communication skills needed in firms dealing with German-speakers. As part of its emphasis on banking, insurance, and business, the course includes simulations of business situations 2 days a week and lectures the other 3 days. Students first decide on staff positions: business manager, secretary/bookkeeper, marketing and advertising experts, and office clerk. Subsequently, plans are made for firm location, name, partnership type, capital needs, products, price and delivery specifications, stationery and signs, and dates for mini-conferences to clear up problems. All employees must then submit an application and resume, have an interview, and sign contracts. Follow-up tasks include distributing profits,

The Role of Libraries in Providing Services to Adults Learning English. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Learning; Conferences; *English (Second Language); *Library Role; *Literacy Education; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest discusses some of the challenges facing libraries in the area of service to adults learning English as a Second Language. It describes services provided for this population by some libraries, and suggests tools and approaches that other libraries can use. It also outlines actions that participants at the 1991 White House Conference on Libraries and Information Service, as well as others, may follow. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 869 FL 800 379

Vocational Training for LEP Adults in New York State.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; Agency Role; Church Role; College Role; Community Colleges; *Economic Factors; Educational Assessment; *Educational Needs; *Limited English Speaking; *Literacy Education; Organizations (Groups); Postsecondary Education; Professional Associations; Program Development; Public Agencies; *Public Policy; Regional Characteristics; State Government; State Surveys; *Vocational Education
IDENTIFIERS- *New York

A study of the status of vocational training for limited-English-proficient (LEP) adults in New York State looks at the overall demographic situation of LEP residents in the state, state policy and action in serving LEP adults, and the specific situations in two regions. An introductory section reviews social, economic, and employment data concerning various ethnic groups, supported by data tables. The second section briefly reviews policy orientations and initiatives for provision of employment training for LEP adults. Section three examines in greater detail the roles of state agencies in providing services, focusing specifically on the state department of education, postsecondary institutions, the state departments of labor and social services, and the state division for youth. Service planning and coordination are also addressed. The final two sections describe the situations in New York City and Amsterdam, including characteristics of the LEP population, the economy, organizations providing services, planning and coordination of services, and additional service needs. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 870 FL 800 387

Wiley, Terrence

indicates that in helping college students to deal with the problems they encounter, one might consider enlisting more help from mothers than from fathers. Contains nine references. (GLR)

ED 334 889 HE 024 717

The Exchange Visitor Program: Options for Review and Revision. A Position Paper Prepared by NAFSA: Association of International Educators for the Task Force on Regulatory Reform, United States Information Agency.
PUB DATE- Nov 90
NOTE- 24p.; Faint type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; *Foreign Students; Higher Education; Information Management; *International Educational Exchange; *Policy Formation; Position Papers; Student Employment; *Student Exchange Programs; Student Financial Aid
IDENTIFIERS- *Exchange Visitor Program; Immigration and Naturalization Service; United States Information Agency

This position paper addresses four general areas of concern relating to the Exchange Visitor Program (EVP) and discusses specific proposals and related foreign policy implications. The areas of concern are as follows: (1) the role of the Immigration and Naturalization Service in EVP; (2) the relationship between the United States Information Service (USIA) and the individual designated EVPs; (3) various exchange visitor employment issues such as compensation and employment benefits; and (4) data management requirements involving the EVP. Following a discussion of each of these areas a "proposal," or suggestion for action is given, and foreign policy implications are summarized. Additional recommendations discussed concern who is eligible for EVP sponsorship; access to practical training opportunities for exchange students; length of stay in the professor/research scholar category; the removal of the 3-week minimum limit for sponsorship; the combining of the two EVP categories of professor and research scholar/specialist; and the incorporation of all professional trainees, except foreign medical graduates engaged in graduate medical education or training, into the trainee category. A copy of the USIA Guidelines for Employment of Exchange Visitor Scholars is appended. (GLR)

ED 334 890 HE 024 718

Loyd, Britt
Payback Periods for Student Financial Aid in Postsecondary Education in Arkansas.
SPONS. AGENCY- Arkansas Association of Private Schools.
PUB DATE- 10 Dec 86
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *Cost Effectiveness; Income; Loan Repayment; Paying for College; Postsecondary Education; State Federal Aid; *Student Financial Aid; Taxes; Tax Rates; *Tuition Grants
IDENTIFIERS- *Arkansas

This report presents study results concerning student financial aid and the payback periods for state grants, federal grants, and federal loans to the State of Arkansas and to the Federal for policy. Contains a 45-item bibliography. (GLR)

ED 334 909 HE 024 741

Fox, Warren H.; Steinberg, Karen J.
Enrollment Report, Fall 1990. University of Nevada System.
PUB DATE- Nov 90
NOTE- 33p.; Prepared by the Office of Academic Affairs.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Community Colleges; *Enrollment; *Enrollment Trends; Ethnic Groups; Full Time Equivalency; Higher Education; Minority Groups; Sex; *State Universities
IDENTIFIERS- *University of Nevada System

This report presents, in charts and graphs, Fall 1990 enrollment statistics for the University of Nevada System (UNS). Data are organized under the following topics: headcount, full-time equivalents, enrollment trends, gender, racial-ethnic designation, age, and headcount for Summer Session 1990. The data indicate a 12.1 percent growth since Fall 1989 in number of students enrolled in the system, with a 14.6 percent increase in the community college enrollments and a 9.3 percent increase in the university enrollments. Systemwide, 70% of the student body is composed of part-time students. However, the enrollment of part-time students at universities fell from 55 percent in 1989 to 49 percent in 1990, while part-time student percentages at community colleges remained at 89 percent. Fifty-six percent of all students were female, the same proportion as 1989. In addition, 79.9 percent of students systemwide were white, 1.4 percent nonresident alien, 3.2 percent nonspecified, and 15.7 percent minority. Student age data collected in Fall 1989 found that 30.3 percent of students were 22 to 29 years old. The next two largest groups were 18 to 21 year olds and 30 to 39 year olds. (JB)

ED 334 910 HE 024 742

Student Aid Information and Private Tuition-Guarantee Programs. Statement of Eleanor Chelinsky, Assistant Comptroller General, Program Evaluation and Methodology Division, Before the Subcommittee on Postsecondary Education, United States House of Representatives.
PUB DATE- 15 May 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Information Sources; *Knowledge Level; Low Income Groups; Minority Groups; School Counselors; *Student Costs; *Student Financial Aid

This statement before the United States House of Representatives Subcommittee on Postsecondary Education reviews what students and their parents know about college costs and student aid, and examines the types of tuition-guarantee programs and their effectiveness. It reports that students have limited knowledge of the cost of attending different kinds of schools. They also know little about the availability of federal student aid, even during the last 2 years of high school. Minority and low-income students and their families did not have markedly less information than others. Secondary-school counselors were not generally regarded as important sources of financial aid information. Postsecondary school motivation was primarily programs. Covered are objectives, academic standards, proposal content, and replacement of the current alternative site and cooperative programs policies. The final part reviews policies for out-of-state and out-of-country programs including general policies, exclusions, and class excursions. Thirteen appendices include forms, details on service areas, financial reports, and program priorities. (DB)

ED 334 930 HE 024 766

Mobley, Tony A.
Program Review: Recreation, Parks, and Leisure Studies: The State University System of Florida.
PUB DATE- 18 Jun 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Programs; Higher Education; Intellectual Disciplines; *Leisure Education; Needs Assessment; *Parks; *Professional Education; Program Development; *Program Evaluation; *Recreation; State Universities; Therapeutic Recreation
IDENTIFIERS- *Florida; Florida International University; Florida State University; University of Florida

This is the report of a 1990 review of Recreation, Parks, and Leisure Studies programs at the University of Florida (UF), Florida State University (FSU), and Florida International University (FIU). Among the conclusions are that these programs are essential to the lifestyle of Florida residents and the continued economic growth of the state. Recommendations include the following: (1) rather than create new programs, existing programs should be provided with the resources and encouragement needed to to permit existing programs to grow; (2) UF has had a high quality program which should receive continued support; (3) the College of Education at FSU is not adequately supportive of the program it administers; and (4) FIU s program needs to work to seek accreditation by the National Council on Accreditation, by 1993 if possible. Considered in the narrative of the report are a definition of the field, curricular options (recreation program services, therapeutic recreation services, and park administration/natural resource management); professional preparation; accreditation and registration; the specific institutional reviews; and recommendations. A biographical summary of the program evaluator is appended. (DB)

ED 334 931 HE 024 767

Pelavin, Sol H.; Kane, Michael B.
Minority Participation in Higher Education.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 90
NOTE- 230p.; Faint type at top of most pages.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Access to Education; Black Colleges; College Preparation; Community Colleges; Degrees (Academic); Educational Trends; *Enrollment Trends; Graduate Study; Higher Education; *Influences; Intervention; *Minority

DESCRIPTORS- Age; Career Choice; Educational Benefits; *Education Work Relationship; Employment Level; *Employment Opportunities; *Employment Patterns; Ethnicity; Foreign Countries; Higher Education; *Labor Market; Sex; Social Class
IDENTIFIERS- *Council for National Academic Awards (England); *United Kingdom

This book contains the findings of a British project studying the employment experiences of a sample of Council for National Academic Awards (CNAA) graduates for the year 1982. Chapters One and Two describe the project and the context for the project. Chapter Three presents an overview of the employment experiences of the sample from graduation in 1982 to late autumn 1985. Chapter Four describes types of graduates defined in terms of the relationship of their degrees to the labor market. Chapter Five uses this model to look at the links between degree courses and employment. Chapter Six presents data about the characteristics of some of the more popular fields of employment of CNAA graduates. Chapter Seven looks at different forms of postgraduate study. In Chapter Eight the authors consider the nature of the transition from higher education to employment for graduates from different kinds of courses. Chapter Nine looks briefly at the effect of gender, age, social class, and ethnicity. Chapter Ten considers the graduates own perceptions of the general function and benefits of higher education. Chapter Eleven summarizes the main findings of the report and suggests some tentative conclusions and implications. Institutions are encouraged to regularly investigate the experiences of their graduates in relation to the objectives of their courses. The book contains a 19 item bibliography, many tables and figures illustrating the text, three appendixes of statistical data and a list of working papers. (JB)

ED 334 951 HE 024 806

Cave, Martin; And Others
The Use of Performance Indicators in Higher Education: A Critical Analysis of Developing Practice. 2nd Edition. Higher Education Policy Series, 2.
PUB DATE- 91
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Instruction; *College Outcomes Assessment; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Evaluation Problems; Higher Education; *Institutional Evaluation; Personnel Evaluation; Qualitative Research; Research; Validity
IDENTIFIERS- *Performance Indicators; *United Kingdom

This book is an updated account of the present use and status of performance indicators in British higher education set against the developing literature and experience of performance indicators in the United States and other countries and in view of the major shifts in higher education policy occurring in recent years. Chapter One explores key issues in the development of performance indicators. Chapter Two takes an overview of recent experience in the United Kingdom (UK), the United States, and other countries. Chapter Three and Four attempt a closer and more technical survey of the components of performance indicators of both teaching and research using surveys of research undertaken elsewhere. The approach relies on a distinction between research and teaching outputs and thus all three journals, 386 individuals were selected. The highest numbers of citations reported were 83 (R. M.Gagne), 76 (R. D. Tennyson), and 43 (R. Kaufman). The results of a hierarchical cluster analysis among frequently cited individuals identified 53 homogeneous groups. For many of the groups dominant individuals could also be identified. The results of the study support the conclusion that there are "many" invisible colleges in the field, and that the groups of frequently cited individuals do significantly influence the development of the field and the practice of industrial design. (7 tables, 13 references) (BBM)

ED 334 971 IR 015 134

Arenz, Bernard W.
Mathematics Problem Solving within a Cooperative Learning Computer Structure.
PUB DATE- 91
NOTE- 24p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; *Cooperative Learning; Intermediate Grades; Junior High Schools; *Mathematics Skills; Middle Schools; *Problem Solving; *Skill Development; Statistical Significance
IDENTIFIERS- Microworlds

Mathematics problem solving skills need to be developed through meaningful interactions. Computer simulations combined with cooperative learning methods provide students a context within which to construct an understanding of mathematics problem solving. This study examines the distribution and sequence of events that result in acquisition of those problem solving skills. Subject pairs of middle school age were observed solving mathematics problems presented by a computer simulated microworld. It appears that a complex set of strategies resulting in successful solution of the mathematics problems are developed by the subjects during the successful completion of the computer simulation and those strategies may be acquired within pairs of subjects. This study indicates that for this limited case mathematics problem solving skills along with cooperative communications can be a positive supplement to more traditional instruction. However, additional work in this area is indicated to assess the extent and magnitude of the learning taking place during the completion of the computer simulation. (2 figures, 43 references) (Author/BBM)

ED 334 972 IR 015 135

Arnone, Marilyn Plavocos; Grabowski, Barbara L.
Effects of Variations in Learner Control on Children s Curiosity and Learning from Interactive Video.
PUB DATE- 91
NOTE- 24p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Art

DESCRIPTORS- Analysis of Variance; *Computer Graphics; *Electronic Publishing; Higher Education; Hypermedia; Hypothesis Testing; Illustrations; Instructional Design; *Intermode Differences; *Layout (Publications); Pretests Posttests; *Reading Comprehension; *Reading Rate; Undergraduate Students

This investigation of the use of white space in print-based, computer-generated text focused on the point at which the white space interferes with reading speed and comprehension. It was hypothesized that reading speed and comprehension would be significantly greater when text was wrapped tightly around the graphic than when it had one-half inch of white space surrounding it. The subjects were 128 undergraduate students from an introductory computer literacy course, and the readings included approximately six pages of informative text about HyperCard and desktop publishing. Three sets of reading materials were used, all of which included the same text arranged in a single column format. Set one, which contained no graphic, was used with the control group. Sets two and three contained 12 identical graphics with wrap-around text, but set two had no white space between the text and the graphic, and set three had one-half inch of white space. A pretest was administered before the three sets of reading materials were randomly distributed to the students, who were instructed to read through the text one time without hurrying. The time was recorded, and the posttest was given immediately. Since analysis of variance (ANOVA) showed no significant differences in the mean pretest scores of the three treatment groups, ANOVA was also conducted on the posttest score to measure differences in comprehension and speed. Significant differences in comprehension were found between the groups, with group three (one-half inch of white space) comprehending significantly less than the subjects in groups one and two. There were no significant differences in reading speed among the three groups. Figures illustrating different types of formats for incorporating graphics in text are appended. (28 references) (BBM)

ED 334 990 IR 015 153

Knupfer, Nancy Nelson; And Others
Educational Computing Social Foundations: A Symposium.
PUB DATE- 91
NOTE- 53p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Change; Educational History; *Educational Technology; Elementary Secondary Education; Equal Education; Political Influences; Postsecondary Education; Science and Society; Socioeconomic Influences; *Teacher Education; Teacher Role; Teaching Methods

An abstract introduces this collection of three papers and two abstracts of papers from a symposium at which experts presented their viewpoints about the social, political, and economic issues surrounding the use of computers in schools. Each of the following five investigations provides an important perspective on such issues: (1) "Educational Computing and Teachers: Changing Roles, Changing Pedagogy" (Nancy Nelson Knupfer);

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; Computer Assisted Instruction; Computer Simulation; Discovery Learning; *Educational Technology; Elementary Education; *Instructional Design; *Learning Theories; Microcomputers; Programed Instruction; Science Instruction; Student Motivation
IDENTIFIERS- *Constructivism; Direct Instruction; LOGO Programing Language; *Microworlds

The field of instructional technology is characterized by its products, such as instructional media, and its processes, such as instructional design. The process of instructional technology has been shaped by advances in learning and instructional theory over the past 50 years. Much of the development work of the field to date has been on direct instruction, or instruction based largely on the application of behavioral principles. Most computer applications are based on principles of programmed instruction--the computer becoming the ultimate teaching machine. In contrast to behavioral learning, constructivism, a faction within cognitive psychology associated with the application of Piagetian learning theory, is characterized by discovery and experiential learning. Constructivists have sought to tap the computational power of modern microcomputers to create computer "microworlds" where learners can experience and appropriate sophisticated ideas from (but not limited to) the domains of science and mathematics. Probably the most well-known computer applications of constructivism is LOGO. Proponents of constructivism and direct instruction are usually viewed in opposition to one another. It is suggested that computer microworlds offer an immediate compromise between these two camps. In this paper, constructivism and microworlds, as well as related research on mental models, misconceptions in science, and intrinsic motivation are reviewed. Finally, some considerations are offered in the design of microworlds which can be used as an aid to direct instruction. These design considerations are presented in the context of "Space Shuttle Commander," a prototype project developed to teach motion concepts based on compromises between principles of constructivism and direct instruction. (68 references) (Author/BBM)

ED 335 008   IR 015 175

Rodriguez, Steven
Adjunct Questions and Rule Learning.
PUB DATE- 91
NOTE- 15p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Hypothesis Testing; Instructional Effectiveness; *Learning Theories; Qualitative Research; Questioning Techniques; *Research Design; *Thinking Skills
IDENTIFIERS- *Adjunct Questions; *Rule Learning

This paper begins by reviewing the results of research on the potential of adjunct questions for teaching both rote recall and intellectual skills, i.e., concept learning, problem solving, and rule learning. It is argued that greater understanding of what kinds of questions best support are not easy to use and are hard to learn to use well. Schools play an important role in transmitting knowledge about how to use computers and by that increase sales and the rate of adoption. Workers and teachers object to the innovation in part because of design problems; computers do not always work well, are not always useful and can be a hindrance to getting things done. Some schools may be squandering money on computers instead of spending it on needed supplies. Where the quality of education was once rated on the ratio of teachers to students, it is now rated on the ratio of computers to students. (19 references) (BBM)

ED 335 026 IR 015 193

Seels, Barbara; Glasgow, Z.
Survey of Instructional Design Needs and Competencies.
PUB DATE- 91
NOTE- 11p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; *Competence; *Educational Needs; Elementary Secondary Education; Higher Education; Industry; *Instructional Design; *Needs Assessment; Professional Associations; Professional Training; Questionnaires; Surveys

This survey was designed to obtain information on jobs and task requirements for instructional design (ID) professionals and relate positions in the field to academic programs. Data were collected via a questionnaire that combined needs assessment and analysis of instructional requirements, including the demographics of ID positions, the background and competencies required for those positions, the career objectives of ID professionals, and how a university or college could best respond to their ID needs. The questionnaire was sent to 260 members of professional associations in the western Pennsylvania region, and 63 were returned, making a return rate of about 25%. Of the respondents, 47.6% were from school settings, 42.8% were from other settings (e.g., business, industry, government, health, consulting), and 9.5% were from higher education. It was found that: (1) one third of those employed in ID tasks have no one to help them with these tasks; (2) the task of developing media is the least critical task and the one done the least; (3) generally, "doing the task improperly" has a moderate to serious effect depending on the setting and competency; (4) the most important tasks for school personnel are evaluating, managing, and diffusing, while the most important task in other settings is establishing goals; (5) there is more perceived instructional design being accomplished in schools than is generally assumed; (6) much instructional design is done by people not prepared in the instructional design and technology field; and (7) about a third of the respondents did not perceive task analysis to be critical. A copy of the questionnaire is appended. (4 references) (BBM)

ED 335 027 IR 015 277

Gustafson, Kent L.; Powell, Gary C.
Survey of Instructional Development Models with an Annotated ERIC Bibliography. Second Edition.

PUB DATE- 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Clerical Occupations; Community Colleges; Computer Output Microfilm; *Course Integrated Library Instruction; Foreign Countries; *Learning Activities; Learning Modules; *Library Catalogs; *Library Services; Library Skills; *Online Catalogs; *Search Strategies; Two Year Colleges
IDENTIFIERS- Red River Community College MB

Designed for use by students in the Secretary, Clerical Bookkeeping Course at Red River Community College (RRCC) in Manitoba, this learning module begins by stating the general learning objective--Use library skills and services--and seven specific learning objectives (SLOs). An information sheet or manual and progress checks are provided for each SLO and practice exercises are included where appropriate. Topics covered are: (1) Libraries and Their Resources; (2) A Library "Walking Tour"; (3) Call Numbers; (4) Use BROWSE ONLINE, the RRCC Library s online catalogue; (5) Using BROWSE-COM, a computer-output microfiche catalogue generated from the BROWSE ONLINE computer tapes twice a year; and (6-7) Read and translate media codes in BROWSE ONLINE and BROWSE-COM displays. Three knowledge tests are appended and answer keys are included for all of the tests. (BBM)

ED 335 046 IR 053 675

Bluemel, Nancy Larson; Taylor, Rhonda Harris
Current Status of Texas Library Media Specialists Intervention with At-Risk Students.
SPONS. AGENCY- Texas Library Association.
PUB DATE- 91
NOTE- 27p.; Paper presented at the Annual Conference of the Texas Library Association (April 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Computer Software; Elementary Secondary Education; High Interest Low Vocabulary Books; *High Risk Students; Learning Resources Centers; *Library Materials; *Library Role; *Library Services; *Media Specialists; Public Schools; Questionnaires; School Surveys; *State Programs
IDENTIFIERS- *Texas

A questionnaire was sent to 1,000 randomly selected public school librarians in October 1990 to determine how school library media centers fit into the program of intervention for at-risk students mandated by Texas legislation. Usable responses were received from 528 librarians, of whom only 32% reported being actively involved in their district or schools at-risk programs. However, 77.7% of the respondents were aware of an at-risk coordinator in their district. Plans to request library materials geared to at-risk students were reported by 61% of the respondents. The most frequently listed material by a wide margin was high interest/low vocabulary books, followed by audiovisual materials; more than one third of the AV materials listed by respondents were computer related. The third and fourth most frequently mentioned materials (by 14.6%) were media related to societal issues that directly affect teenagers

The remaining sections present data tables, generally highlighting trends and changes between 1984 and 1990. The second section contains faculty data, including the number of full- and part-time teaching faculty; annual rate of faculty retention; faculty salaries and fringe benefits; average grades assigned by individual faculty members; grade comparisons; faculty utilization by department; faculty-student ratios; and student evaluations of faculty. The third section focuses on admissions and enrollments, including new student applications and admissions, 5-year student enrollment figures, student exchange between CC and McPherson College, on-campus student housing, students state of residency and religious preference, retention rates, career program enrollments, career choices of transfer students, and sophomore career plans. The fourth section examines the academic program, providing data on freshman American College Testing program scores, class size, credit hours earned and taught, course offerings, associate degree graduates, and library resources and circulation. In addition, follow-up responses to entry/exit surveys, graduate surveys, and departmental follow-ups are presented. The final section focuses on financial resources, covering institutional operations income and expenditures, annual balance sheet, endowment fund summary, student financial aid, annual charges to students, and current and non-current fund gift income. (JMC)

ED 335 065 JC 910 226

Hata, David M.
Model 2 2 2 Tech Prep Program in Engineering Technology.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Consortia; Curriculum Design; *Curriculum Development; Electronics; *Engineering Technology; Higher Education; High Schools; *Intercollegiate Cooperation; School Business Relationship; *Secondary School Curriculum; Two Year Colleges
IDENTIFIERS- 2 Plus 2 Plus 2 Tech Prep Programs

In 1986, Portland Community College (PCC) received federal funding to expand its pilot 2 2 Tech Prep program in engineering technology to include five local high schools and to link the program to the upper-division engineering technology program at the Oregon Institute of Technology (OIT). Program results included the following: (1) eight high school and three PCC instructors jointly developed a model high school curriculum that could be used as a template for change to standardize the curricula of the five separate high school cluster programs; (2) at the request of the high school instructors, seven 1-day workshops were held, focusing on key elements of the high school curriculum; (3) three formal articulation agreements were signed, specifying the high school courses in analog circuits and digital circuits eligible for college credit; (4) while the content of PCC s and OIT s lower-division programs matched closely, two special interface courses were developed to help prepare PCC students to make the transition to OIT s upper-division program, and relations between PCC and OIT faculty were strengthened by annual meetings; (5) industry has supported the program through also consider using a test that has been normed with a west coast test population; and, in view of the small proportion of students enrolling in remedial writing, a review of the college s entry-level student counseling services should be undertaken. (PAA)

ED 335 082 JC 910 372

Manual for Evaluating Academic Programs. Revised.
PUB DATE- Jun 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Curriculum Evaluation; Data Collection; Evaluation Criteria; Models; *Program Evaluation; Program Improvement; Questionnaires; Reports; School Surveys; *Self Evaluation (Groups); *Technical Writing; Two Year Colleges
IDENTIFIERS- J Sargeant Reynolds Community College VA

A self-study model used to assess the effectiveness of occupational/technical and transfer programs at J. Sargeant Reynolds Community College (JSRCC) in Virginia is provided in this manual. First, an introduction discusses the intent of the evaluation process and describes revisions of the model which was initially developed between 1979 and 1981. A step-by-step overview of the program evaluation process is presented in section II, which includes a flowchart outlining the sequence of activities and a calendar delineating completion dates. In section III, guidelines for the selection of programs to be evaluated are provided. Next, section IV offers specific instructions for the preparation of the evaluation report, focusing on: (1) data collection, including curriculum information, descriptive program statistics, human and equipment resources, job market analyses, and surveys and external reviews related to the program; (2) analysis of the data; (3) recommendations for program improvement; and (4) report structure. Following a brief discussion of the calendar for the program evaluation process in section V, section VI describes the activities involved in the curriculum committee review of evaluation reports. Appendixes, which comprise the bulk of the report, provide the following: a sample title page format; sources of data elements; guidelines for administering surveys; sample surveys of employers, graduates, high school students, non-returning students, advisory committees, currently enrolled students, and faculty; requirements for associate degrees; curriculum committee evaluation review forms; a sample review and approval form; a history of the development of the JSRCC evaluation model; and criteria for the campus location of programs. (JMC)

ED 335 083 JC 910 373

Scott-Skillman, Thelma; Ali, Saeed M.
Beyond Amnesty: Programs and Services for the New Californians.
PUB DATE- Sep 91
NOTE- 15p.; Discussed as agenda item 4 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 12-13, 1991).

DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; Community Colleges; Comparative Analysis; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Self Evaluation (Groups); State Surveys; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Maryland

Every two years, community college graduates in Maryland are surveyed concerning their experiences in college and their subsequent educational and work activities. In spring 1990, all 765 1989-90 graduates of Catonsville Community College (CCC) were surveyed. Survey results, based on a 45% usable response rate, included the following: (1) survey respondents reported an average grade point average of 3.07, higher than that of the college s graduate population as a whole (2.97); (2) CCC enrolled a larger percentage of its graduates in transfer programs than comparable two-year institutions in the state; (3) 14% of the respondents were still enrolled at CCC in spring 1991; (4) the percentage of students indicating that they were preparing for transfer fell from over 41% on admissions application to 35% on the graduate survey; (5) the single most important reason given for attending a community college was to prepare for transfer to a four-year institution; (6) compared to the statewide student population, more CCC students were seeking certificates; (7) over 95% of the respondents indicated that they had achieved their most important goal at CCC, 96% indicated improvement in writing skills, and 86% indicated developing greater appreciation of the arts; (8) over 93% rated the quality of classroom instruction at CCC as "good" or "very good," while only 16% rated job placement services as well; and (9) CCC ranked slightly better than its peer institutions in overall quality. Data tables, tabulated survey responses, open-ended narrative responses, and the survey instrument are included. (PAA)

ED 335 100 JC 910 399

Knight, William E.
The Effect of Class Size in English 10000: "Introduction to College English" on Student Grades in English 10001: "College English I" in the Kent State University Regional Campuses.
PUB DATE- Aug 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; *College English; Comparative Analysis; *Grades (Scholastic); *Remedial Instruction; *Small Classes; State Universities; Teacher Student Ratio; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Kent State University OH Regional Campuses

A study was conducted to determine the effect of limiting class size in developmental English on subsequent student performance in a college-level English course. Class size effects were studied for two groups of students enrolled in College English I at the seven two-year branch campuses of Kent State University (i.e., Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas). The first group had completed "Introduction to College English" (a developmental course) in fall 1989, when class size was not limited and classes averaged 17.1 students. The second group completed the same developmental course in fall 1990 when class size was limited to 15 students, and classes averaged 12.3 students. Analysis of Variance (ANOVA) and Chi Square procedures employed to compare

Moines, IA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; *Day Care Centers; *Disease Control; Elementary Education; Health Education; *Health Programs; Health Promotion; Preschool Education; Safety; *Sanitation
IDENTIFIERS- Diapers; Germs; *Handwashing; *Keeping Kids Healthy and Parents at Work IA; National Standards

This pamphlet offers a collection of items relating to child health in the day care setting. Included is an overview of a collaborative project to develop a comprehensive set of national standards for health, nutrition, safety, and sanitation in child care programs. Contents of the project s resource kit, "Keeping Kids Healthy and Parents at Work," are listed. These include Healthy Young Children: A Manual for Programs, and other texts or videos available for checking out, background reading, or distribution. A report on the Keeping Kids Healthy project describes its objectives, accomplishments, and impact. Teaching materials include a description of the health benefits of washing hands, an outline of a handwashing demonstration, a handwashing chart, and a copy of a handwashing poster. Also included is teaching material describing germs and ways to stop the spread of germs, and a listing of reference books and audiovisual programs. A short concluding paper on the use of cloth versus disposable diapers advocates the use of disposable diapers in a day care setting because they maintain sanitary conditions and preserve good health. (BC)

ED 335 119 PS 019 673

Luke, A. D., Comp.
Idaho Kindergarten Curriculum Guide (Revised).
PUB DATE- Jan 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; *Educational Equipment; Educational Facilities; Educational Practices; Guidelines; *Kindergarten; *Learning Activities; *Learning Centers (Classroom); Primary Education; State Curriculum Guides
IDENTIFIERS- *Idaho

The Idaho Kindergarten Curriculum Guide was designed to assist teachers and administrators at the district and local level in kindergarten program planning. The guide focuses on: (1) the process of administering the kindergarten program; (2) human elements in the kindergarten program; (3) kindergarten as a cooperative venture; (4) facilities and basic equipment; (5) interest and technology centers; and (6) development of the kindergarten curriculum in health and physical education, language arts, mathematics, science, and social science. Appendices include descriptions of appropriate practices for Idaho kindergartens; suggested units; guidelines for equipment, materials, and room plans; sample forms; and a guide to high quality literature for 5- and 6-year-olds. (RH)

ED 335 120 PS 019 674

Focus on Parents: Strategies for Increasing the Involvement of the hermeneutic critique. Hermeneuticists assert that the traditional conception of social science research is fundamentally flawed in methodology, in its conception of the human person and human action, and in epistemology. Hermeneuticists maintain that hermeneutics should revolutionize psychological and educational research. How seriously should this argument be taken? First, consider the methodological argument. It has been claimed that hermeneutic inquiry calls in a unique way for analyses that are both perspectival and contextual. But such analyses are central to many developmental psychologists research programs. Evidently, hermeneutics will not revolutionize psychological research methods. Now consider the epistemological argument. Hermeneuticists recognize that the understanding of human action requires detailed analyses of subjective psychological states; that knowledge of human subjectivity is valid; and that intersubjectivity, and not an objective foundation, establishes the validity of an interpretation. But acceptance of hermeneuticists assumptions about subjective psychological states does not require developmentalists to abandon objective, truth-oriented theory. While developmental psychology can draw on the hermeneutic tradition to enrich qualitative methods and analyses, developmentalists should not accept any critique seeking to undermine the discipline s epistemic foundation as a social science. (RH)

ED 335 140 PS 019 760

Seaman, Tina
On the High Road to Achievement: Cooperative Concept Mapping.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Elementary School Science; *Elementary School Students; Grade 5; Intermediate Grades; *Learning Strategies; Reading Comprehension; *Study Skills; *Teaching Methods; Vocabulary Skills
IDENTIFIERS- *Concept Mapping

This study investigated the effect of the study skill strategies of concept mapping and cooperative learning on students academic achievement. Forty fifth grade students were placed in three groups: (1) cooperative concept mapping groups (N=9--3 students in each of 3 small groups); (2) a standard concept mapping group (N=11); and (3) a control group (N=20). The students studied a science text and were later tested on their learning. Students in both concept mapping groups received higher scores on weekly vocabulary tests and the final unit test than did students in the control group. A reference list of 17 items and a bibliography of 20 items are provided. Appendixes include a description of the concept mapping procedure and sample concept maps. (BC)

ED 335 141 PS 019 761

Caine, Renate Nummela; Caine, Geoffrey
Making Connections: Teaching and the Human Brain.
PUB DATE- 91
NOTE- 201p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

finance, unionization, site-based school management, educational reform, and parental concerns. (RH)

ED 335 162 PS 019 931

Francis, Connie M.
The Toddler: 4-H Child Development Project.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 88
NOTE- 40p.; For project units on "the infant," "the preschooler," and "middle childhood," see PS 019 932-935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Child Development; Elementary Secondary Education; Guidelines; Instructional Materials; *Learning Activities; *Observation; *Play; Student Projects; *Toddlers; Toys; Units of Study
IDENTIFIERS- *4 H Programs

Part of a series for 4-H members between 9 and 19 years of age, this age-graded guide is designed to help children and adolescents: (1) understand the toddler s physical, mental, social, and emotional growth; (2) learn to care for a toddler; and (3) choose types of play that toddlers enjoy. Contents include suggestions on projects that 4-H members can undertake; information on toddlers development; an observation form; guidelines on communicating with toddlers; recommendations for feeding and clothing toddlers and for helping toddlers with bathroom activities; discussion of ways toddlers learn through play; and guidelines for evaluating toys. Sources for additional help with projects are listed. A "leader s guide" for both the infant and toddler units is appended. (RH)

ED 335 163 PS 019 932

Francis, Connie M.
The Infant: 4-H Child Development Project.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 88
NOTE- 35p.; For project units on "the toddler," "the preschooler," and "middle childhood," see PS 019 931-935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Child Development; Elementary Secondary Education; Guidelines; *Infants; Instructional Materials; *Learning Activities; *Observation; *Play; Student Projects; Toys; Units of Study
IDENTIFIERS- *4 H Programs

This booklet for 4-H members who elect to undertake projects in child caregiving provides guidelines and information that help children and adolescents between 9 and 19 years of age: (1) understand infants physical, mental, social, and emotional growth; (2) learn to care for a baby and promote feelings of security and safety; and (3) choose types of play that infants enjoy. Included in the guide are age-related suggestions for selecting projects; information on the characteristics and development of infants; an observation form; recommended ways

Sciences; Social Studies; *Thinking Skills

This catalog aims to help educators locate materials which will assist them in effectively teaching thinking skills. Research for Better Schools (RBS) serves as the lead educational laboratory for the Department of Education s national project on thinking skills. A total of 248 resources, including pamphlets, documents of activities, computer software, and pictures, are presented in the following curriculum areas: (1) language arts and reading; (2) math; (3) science; (4) social studies; and (5) a combination of subjects. Each entry includes the title, developer, type of material, purpose and use, thinking skills, description of the material, publisher, cost and order number, and grade level. Within each subject area, entries are arranged by grade level. Some materials can be used over a wide range of levels. An index at the beginning of each section lists materials by traditional age groupings: kindergarten and primary grades (K-3), upper elementary (4-5), middle school (6-8), and high school (9-12). An alphabetical listing of all entries appears at the end. (KS)

ED 335 182 RC 018 264

Bonilla, Carlos A.; Brazda, Jana L.
School Dropouts (1983-1990): Quick Reference Guide.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Responsibility; *Dropout Prevention; *Dropout Rate; Dropouts; Educational Change; Elementary Secondary Education; *Hispanic Americans; *Minority Groups; Organizations (Groups); *School Business Relationship

This resource book contains 380 references related to school dropouts and a list of organizations working on the issue. References are grouped according to type of document or subject of the document. The first section contains citations from newspapers or magazines that take a global look at issues related, directly or indirectly, to the school dropout problem in the United States. These issues include: demographics; ethnicity; the economic, political, and sociological aspects of dropping out; and potential solutions. The section titled "The Hispanic Dropout Problem: A Concern for Us All" contains citations that address policies, reform efforts, and the current status of the problem. References related to the role that business can play in improving education are included in the third section "The American Business Complex: Combatting Education Failure." Separate sections are provided for specialized references, reports, books, and organizations working on the dropout problem. References are indexed by author, and by subject for newspapers, magazines, and reports. One table displays the 1988 dropout rates for each state and the District of Columbia. A final table titled "Correlations" ranks the states and the District of Columbia by: (1) teacher salary; (2) per pupil expenditure; and (3) dropout rate. (KS)

ED 335 183 RC 018 265

Judith Kleinfield; And Others
The Alaska Statewide Student Testing Program: Are the Tests

provide adequate intervention services for special needs children, birth to age five, and their families. The need for personnel training was addressed by the SD UAP/CDD s project proposal. Components of the project include: (1) an experimental course in early intervention special education at the undergraduate level developed and implemented by the preservice training coordinator; (2) inservice training for educators currently working in early intervention programs provided through statewide video and audio networks, on-site course instruction, and learning packages developed for distance learning and coordinated by the outreach training coordinator; and (3) a three-day early childhood institute developed and implemented by the coordinators and various state agencies. Project evaluation will be completed in three phases: project input, project process, and project outcome. Desired outcomes include: (1) interagency and multidisciplinary cooperation; (2) improvement in services for the child and family; and (3) training for professionals working in early intervention. (KS)

ED 335 201 RC 018 296

Schneider, E. Joseph
Low-Achieving Students Trouble Membership of California s Small School Districts Association. Occasional Paper.
PUB DATE- Aug 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Elementary Secondary Education; Hispanic Americans; Limited English Speaking; *Low Achievement; Needs Assessment; Poverty; School Surveys; *Small Schools; *Superintendents; *Teacher Effectiveness
IDENTIFIERS- California Small School Districts Association; Small School Districts

This report presents findings of a survey administered to 176 superintendents of small school districts in California. The purpose of the survey was to identify problems perceived by superintendents and to assess the extent to which districts have difficulties in providing effective instruction to limited English proficient (LEP) students. Although the districts were considered "small", 64% were located in Metropolitan Statistical Areas (MSA). Despite concentrations of Hispanic students in some districts, the small school districts enroll predominantly white students. Highest priorities taken by superintendents with high schools in their districts were improving teacher effectiveness and improving the education program for low-achieving students. Districts located in MSAs tend to enroll more Hispanic students than rural-based districts; therefore, they reported more concern about LEP instruction. In comparison to findings in a national survey, this survey found that California superintendents were more concerned about the need to recruit new teachers. Approximately 48% of the districts offer English-as-a-Second-Language programs and 97% receive Chapter 1 assistance. Consequently, nearly half of the respondents said they need help identifying and applying for special funds. The idea of "statewide school consortia" that can help manage educational changes was welcomed by the respondents. Respondents want to see specific topics of concern addressed by conferences and workshops. The appendix includes a copy of the survey questionnaire and

and third-grade students with various learning difficulties to use problem-solving skills in making decisions about open arithmetic sentence comparisons through computer-assisted instruction was examined during a 6-week summer program. Within self-paced environments monitored by a graduate student, pairs of students made independent use of various computer softwares modified to suit individual needs across several learning modes. The results indicated that single-step problem solving can be taught in a relatively short period of time using computer assisted instructional strategies. However, complex problem solving, which involved critical thinking and multiple tasks beyond mere recognition and memorization, was not fully attainable by second- and third-grade students with learning difficulties, particularly within such a short learning period. (Appendices include 22 references, pretests, posttests, student instructional preference survey, software recommendation sheet, and student data in the form of a daily log.) (JJK)

ED 335 221 SE 052 188

Sherwood, Robert D.
The Development and Preliminary Evaluation of Anchored Instruction Environments for Developing Mathematical and Scientific Thinking.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; *Elementary School Mathematics; Grade 6; Higher Education; Intermediate Grades; Mathematics Education; *Mathematics Instruction; Middle Schools; *Problem Solving; Science Education; *Videodisks
IDENTIFIERS- *Constructivism; Constructivist Learning

Prior to college-level mathematics coursework, students are not routinely provided with the opportunity to engage in the kind of sustained mathematical thinking necessary to solve complex, multistep problems, most likely because of the difficulties that school mathematics teachers face in communicating problem settings and contexts that are motivating and complex, yet ultimately resolvable by students. This paper outlines the theoretical base, development, and preliminary evaluation of anchored instructional environments (videodiscs) being used with middle-grade students to improve mathematical and scientific thinking processes. Discussed are the proactive motivation due to the video-based format including an embedded data design, the de-emphasis on reading due to a familiar narrative format, the discovery-based learning inherent in student-generated problem resolution, the implicitly manageable levels of complexity, and the possibilities for connections across the school curriculum. Initial preinstruction studies on 12 college students and on 12 high-achieving sixth graders induced extremely poor performance results by the sixth graders, which was not surprising both in view of the less than mediocre performance results of the college students, and in light of the realization that students cannot be expected to exhibit skills that have not yet been developed. (25 references) (JJK)

ED 335 222 SE 052 189

children. Published in March 1989, "Curriculum and Evaluation Standards for School Mathematics," along with a companion document, "Professional Standards for Teaching Mathematics" (NCTM, March 1991), have provided statements of what is valued in the school mathematics classroom. These statements have, in turn, promoted dialogue for the institution of reform on many fronts, including individual schools, local school districts, state boards of education, and universities. Incorporated in this digest are (1) a listing of the major shifts within the school mathematics classroom envisioned by these standards; (2) the two fundamental assumptions concerning teachers that underlie this new vision; (3) the specific beliefs and decisions of classroom teachers that can empower students by helping to encourage mathematical thinking, reasoning, and problem solving; (4) the assumptions that promote an evaluation of how and what information should be gathered and analyzed, by both teachers and administrators, to help teacher improve their teaching; (5) a listing of influences and expectations that are necessary for improved preservice and continuing education of mathematics teachers; and (6) the groups that must play a supportive role when making decisions that affect the teaching of mathematics. (JJK)

ED 335 239 SE 052 418

Disinger, John F.
Environmental Education for Adult Learners. ERIC/SMEAC Environmental Education Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Educators; Cognitive Development; *Communications; Community Involvement; Controversial Issues (Course Content); Decision Making; *Environmental Education; Interdisciplinary Approach; *Mass Media; Program Descriptions; *Public Opinion; Public Policy; Recycling; Science Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Three relatively distinct groups demonstrating personal and professional interest in environmental education for adults are environmentalists, environmental educators, and adult educators. The agenda of each group, its potential contribution, and its limitations are discussed. The development of communication and cooperation among these groups, perhaps leading to joint programming and planning and enabling each to achieve its educational and environmental objectives more effectively, is described. The importance of professional environmental educators in initiating, supporting, and participating in cooperative efforts is emphasized. Sections include (1) "How are Social and Political Responses Related?"; (2) "What Bridges Can Be Built?"; (3) "Objective: Knowledge and/or Action?"; and (4) "What Programs and Models Exist"? (KR)

ED 335 240 SO 020 741

Bodman, Ellen-Fairbanks D.
Their Land and Ours. Master Map Kit: Middle East. Second Revised Edition.

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; Higher Education; *Males; *Racial Discrimination; *Sex Discrimination; *Sex Fairness; *Whites; *Womens Studies

In much the same way that men are not taught to acknowledge all the ways they are privileged in society, whites are not taught to recognize how their status as white people confers on them many privileges. Arguing that male privilege and white privilege are interrelated, and that both types of privilege are unearned and unjustified, this paper begins by reviewing several layers of denial that men have about their privilege and that work to protect, prevent awareness about, and entrench that privilege. The paper goes on to present parallels from one woman s personal experience, with the denials that veil the facts of white privilege. Forty-six ordinary and daily ways in which this one individual experiences having white privilege within her life situation and its particular social and political frameworks, are listed, and ways in which the list applies equally to heterosexual privilege are also pointed out. It is concluded that all the various interlocking oppressions take two forms: an active form which can be seen; and an embedded form which members of the dominant group are taught not to see. To redesign the social system therefore requires acknowledgement of its colossal unseen dimensions. (DB)

ED 335 263 SO 021 343

Bjerstedt, Ake, Ed.
Education for Peace in the Nineties. A Conference Report. Educational and Psychological Interactions No. 105. A Conference Report (PEC/IPRA, Groningen, July 1990).
PUB DATE- Nov 90
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Global Approach; International Education; *International Educational Exchange; *Peace; War
IDENTIFIERS- Global Education; Nonviolence; *Peace Education

The International Peace Research Association is an international network of people interested in peace education and research related to this field. Divided into four parts, the first part of this conference report contains two papers that offer overviews of ideas and concepts in the field of peace education; the second part presents two papers that report on empirical research and development projects. In the third part, summaries of most of the remaining papers written for and/or presented at the conference are given. The fourth part features glimpses from the conference sessions in the form of overviews by two participant observers. (DB)

ED 335 264 SO 021 390

The Democratization of Education. Working Document and Report on Discussions of a UNESCO Symposium (Paris, France, June 17-21, 1985). Report Studies S. 122E.
PUB DATE- 85
NOTE- 47p.

Cross-Cultural Issues in Aging: A Curriculum Model for Incorporating Content on Racial/Ethnic Elderly Minorities.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Summer Geriatric Institute (1st, Norman, OK, June 11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Ethnic Studies; *Geriatrics; Health Needs; Higher Education; Minority Groups; *Older Adults; *Social Problems; Social Science Research; Social Studies; Social Work

Studies concerned with factors related to perceptions of the elderly have found that educational attainment is the only variable to show a consistently positive relationship with the way people view the aged. The goal of this curriculum model is to develop a training program that incorporates racial/ethnic content relevant to practitioners in health care. For purposes of the study, it is assumed that the majority of students currently enrolled in the health professions are non-minority students, and in addition to holding negative stereotypes of the elderly, they also hold stereotypical views of ethnic/racial minorities. Based on systems theory concepts, the model described in the appendix was developed by the Chicano Training Center (Houston, Texas) and includes three components: curriculum development, training, and development. A 15-item bibliography concludes the document. (NL)

ED 335 287 SO 030 233

CCA High School Social Science Curricula: U.S. Government, U.S. History, and Introductory Economics. Instructor s Guide.
PUB DATE- Jun 90
NOTE- 100p.; For a related document in the series, see ED 325 332. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civics; *Computer Assisted Instruction; *Economics Education; High Schools; History Instruction; Instructional Materials; *Secondary School Curriculum; *Social Studies; *United States History

Descriptions of lessons within each of three computer-based curricula for high school students (U.S. government, U.S. history, and introductory economics) are presented in this instructor s manual. Each curriculum is divided into lesson units and covers basic concepts. The reading-level is approximately tenth grade. Each unit consists of a pretest and computer instruction. If students do not pass a pretest, they are assigned the appropriate lesson. Posttests are not given because the lessons are mastery-based and give students intensive review drills. The U.S. government curriculum is composed of six units and six lessons. The U.S. history curriculum is composed of 15 units and 15 lessons. The introductory economics curriculum is composed of five units and five lessons. This manual is intended only as a supplementary guide to the computer programs containing the lessons to be used in the classroom. (DB)

ED 335 288 SO 030 315

Rodriguez, Clara E.

other noninfectious diseases, and environmental health hazards; improvement of mental, emotional, and social health, personal health care, dietary practices, and life cycle adaptations, infant and parental health, stress management skills; and enhancement of personal growth and positive parenting skills. Appendixes provide Minnesota health statistics; statistics from the Minnesota Adolescent Health Dababase; and Minnesota State Board of Education Rule 3500.1075, Subp.4. (LL)

ED 335 310 SP 033 155

Dee, Margaret S.; Barkley, William W.
Higher Order Thinking: "Problem Solving/Decision Making." A Module for Staff Development.
PUB DATE- Jul 89
NOTE- 60p.; For related document, se SP 033 158.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; *Creative Thinking; Critical Thinking; Divergent Thinking; Elementary Secondary Education; Learning Modules; *Participative Decision Making; *Problem Solving; School Districts; *Staff Development; State Departments of Education; Teacher Effectiveness; *Teacher Workshops; *Thinking Skills
IDENTIFIERS- Delaware

A frequent criticism of education in the United States today is that teachers are not challenging and teaching students to think beyond the simple task of recalling information. In response to this criticism, during the school year of 1986-1987, the Delaware Department of Public Instruction and local school districts provided a staff development program in the elements of effective instruction to every teacher, specialist, and building-level administrator. The department also established a task force which recommended a state-wide development program for enhancing higher order thinking for all students, at all grade levels, and in all content areas. This training module is part of that program. Objectives stipulate that by the end of the workshop participants will: (1) know the steps in creative problem solving; (2) participate in brainstorming and SCAMPER (Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate/Elaborate, Reverse/Rearrange), two idea finding techniques used in problem solving and decision making; and (3) be able to identify teacher behaviors that promote problem solving/decision making and those that hinder it. Materials contained in the packet are a series of handouts and transparencies related to the objectives for use in the workshop sessions. (LL)

ED 335 311 SP 033 158

Dee, Margaret S.; Barkley, William W.
Higher Order Thinking "Increasing Student Interaction in the Thoughtful Classroom." A Module for Staff Development.
PUB DATE- Jul 89
NOTE- 68p.; For related document, see SP 033 155.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Interaction Process Analysis; Learning Modules; *Metacognition; School Districts; *Speech Communication; *Staff Development; State Departments of

notices of resignation, letters of reference, and a farewell party. Students have used a number of business letter forms and designed a variety of products over the years. Students find the class both imparts theoretical information about banking, insurance, and business and requires its application in everyday business situations. (MSE)

ED 334 850 FL 019 303

Heinze, Karin U.
Teaching Foreign Languages to Engineering Students: Challenges and Problems.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; Course Descriptions; *Engineering Education; *German; Higher Education; Instructional Materials; Intercultural Communication; *Languages for Special Purposes; *Media Selection; *Program Development; Second Language Instruction
IDENTIFIERS- *Authentic Materials; *University of Rhode Island

The University of Rhode Island s International Engineering Program leads to two degrees: a B.A. in German and a B.S. in engineering. A major problem in program development was lack of appropriate instructional materials and recommended methodology for technical German courses. An instructional unit on the diesel motor illustrates how materials were selected, combined, and presented and how challenges were met. Technical texts, a German pictorial dictionary, German books for young people, exercises from a German grammar book, and a short videotape recording on Rudolf Diesel were used to develop interest and a willingness to discuss technical topics, and to practice language skills and vocabulary. When two students claimed to have found an error in a text, other students began a lively discussion. The guidelines followed in preparation of the unit included: (1) selecting as many authentic teaching materials as possible, but not at a discouragingly difficult proficiency level; (2) supplementing all reading material with charts, graphs, and pictures to facilitate comprehension; (3) using students prior knowledge, in this case from a previous textbook; (4) finding the right grammar and vocabulary level; (5) providing students with a grammatical foundation; and (6) not exceeding 9 class hours per unit. (MSE)

ED 334 851 FL 019 304

Stock, Janet C.
The Use of Spontaneous Dialogues in the Business Language Course.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Dialogs (Language); French; Higher Education; *Languages for Special Purposes;

Measuring the Nation s Literacy: Important Considerations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- English (Second Language); *Illiteracy; Limited English Speaking; *Literacy; *Measurement Techniques; *Oral Language; Self Evaluation (Individuals); Testing
IDENTIFIERS- ERIC Digests

This digest focuses on measuring literacy in the United States. Various reports and surveys offer conflicting data on the extent of illiteracy, but it is generally agreed upon that the rates are alarmingly high. Information provided in this digest highlights the problem of defining literacy and the limitations of various approaches to measuring literacy, confusing illiteracy with non-English literacy, and confusing limited oral language proficiency in English with illiteracy. It is concluded that in relying on literacy data to develop informed educational policies for schools, communities, and the workplace, the three major approaches to measuring literacy provide information that is necessarily constrained by how literacy is conceptualized and by limitations in the allocation of resources for assessing literacy in languages other than English. Direct measures of literacy are preferable to the other approaches, but attention must be given to their ecological validity. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 871 FL 800 397

Santopietro, Kathleen; Peyton, Joy Kreeft
Assessing the Literacy Needs of Adult Learners of ESL. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *English (Second Language); Literacy Education; *Measures (Individuals); *Needs Assessment; *Student Needs
IDENTIFIERS- ERIC Digests

Traditionally, student assessment has focused on measuring learner skills. Assessment of literacy needs, from the learner s perspective, is also an important part of an instructional program. This digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment. Specific attention is focused on the definition of a needs assessment, the importance of a needs assessment, and assessment tools. In addition, a needs assessment conducted in one adult literacy program, the Adult Literacy Evaluation Project in Philadelphia (PA), is summarized. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

Government. The study reveals that student aid for postsecondary education in Arkansas has significant, positive effects on the state s tax revenue and on the Federal Government s individual income tax revenue. The results of the study also indicated a considerable difference in personal incomes between individuals who complete only high school and individuals with different levels of postsecondary education. It is noted that when long-term ramifications of a higher education are considered, the payback periods for selected student financial aid instruments are notably short. Available evidence indicates that student financial aid in Arkansas assists in the achievement of a higher education and thus increases taxable income, which in turn more than compensates for the amounts expended for student financial aid. It is further noted that the higher taxable revenue, as well as the higher quality of life achieved as a result of the advanced education, continues long after the loan is repaid. Contains an 18-item bibliography and 45 references. (GLR)

ED 334 891 HE 024 719

Hamrick, Fitzbugh N.; Brown, Wilma Sykes
A Survey of Pre-Health Advisors and Black Students in South Carolina. Factors Affecting the Decreasing Number of South Carolina Applicants to the Dental Profession. Final Report.
PUB DATE- Aug 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Students; *Career Awareness; Career Choice; Career Counseling; Career Information Systems; *College Choice; Course Selection (Students); *Declining Enrollment; *Dentistry; *Enrollment Influences; Enrollment Trends; Higher Education; Information Sources; Occupational Information; State Universities; Surveys
IDENTIFIERS- Medical University of South Carolina

This study investigated factors responsible for the consistently low numbers of black students applying to the College of Dental Medicine of South Carolina. The project was structured to obtain feedback from two entities at the undergraduate level: the pre-health advisors (Phase I); and black students (Phase II). Thirty-four responses were received out of 53 surveys sent to pre-health advisors, and 54 student surveys were received from 585 surveys sent. Among the factors that were determined to be affecting black student enrollment were: (1) no previous information about the dental profession; (2) a minimal number of pre-health/pre-dental clubs available to students; (3) minimal participation by students in summer enrichment programs; (4) minimal dental career promotional activities available to students; and (5) few dental career role models in family backgrounds. Based on these results, three recommendations are offered: (1) to establish a new Dental Practitioner Network to provide resource persons for pre-health advisors and students; (2) to identify and cultivate advisors to increase the promotion of the dental profession on their campuses; and (3) to improve efforts by pre-health advisors in identifying black students interested in dentistry. Contains attachments of study documents and charts. (GLR)

ED 334 892 HE 024 720

Gaylord, Thomas; And Others
Fact Book 1991, University of Alaska Fairbanks.

influenced by academic ability, grades, family income, and desire to continue education. In 1988-89 over 42,000 students participated in private-sector programs involving early notice of guaranteed financial aid and additional support. The paper concludes that: (1) systematic information and evaluation is lacking and requires time and care to obtain; (2) due to the problems of information dissemination, perhaps a reconceptualization of federal student aid programs is in order; and (3) cost is not the primary barrier in making the decision to pursue higher education. (JB)

ED 334 911 HE 024 747

Lewis, Chris H.
American Cultures: A Multicultural Humanities Bibliography.
SPONS. AGENCY- Minnesota Univ., Minneapolis. General Coll.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian History; American Indian Literature; *American Studies; Black Culture; Black History; Black Literature; *Cultural Differences; *Cultural Pluralism; Higher Education; Hispanic American Culture; Hispanic American Literature; History Instruction; *Humanities Instruction; Japanese American Culture; Mexican American History; Womens Studies
IDENTIFIERS- Asian American Literature; Asian American Studies

This bibliography was compiled as a resource for instructors teaching the American Cultures course in the Program in American Studies at the University of Minnesota. It lists materials on the culture, literature, and history of the diverse peoples of America: African American, American Indian, Asian American, Chicano, Latino, and European American. Its three sections represent three historical periods (up to mid-19th century, mid-19th century to mid-20th century, and 20th century). Each section lists materials covering a broad historical perspective on diversity as well as materials focused on each ethnic group. Materials on ethnic women s culture and history are included in each ethnic group bibliography. Conceptual frameworks and pedagogical approaches to diversity are included in the broad historical perspectives segment of each section. (JB)

ED 334 912 HE 024 748

Scheffler, Israel
In Praise of the Cognitive Emotions, and Other Essays in the Philosophy of Education.
PUB DATE- 91
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Computer Uses in Education; Critical Thinking; Curriculum; *Educational Philosophy; Educational Policy; *Emotional Development; Higher Education; *Symbolism
IDENTIFIERS- Dewey (John); Peirce (Charles S); *Rationality

The 14 essays included in this collection are an effort to apply philosophical thinking to educational themes, in the belief that critical thought is of the first importance in the

Groups; Program Development; Student Educational Objectives; *Trend Analysis; Undergraduate Study; Urban Education

This report combines syntheses of prior research with new analyses of previously collected data to address trends for minority group participation in higher education over the past 25 years. Two chapters focus on the aggregate impact of individual choices and behaviors in college attendance. Chapter 1 describes trends in minority enrollment and degree attainment at the undergraduate and graduate levels. Chapter 2 deals with two types of institutions of higher education that together enroll a substantial portion of the minorities who pursue a college education--the historically black colleges and universities. and urban community colleges. The next two chapters look at institutional practices related to the participation of minority students. Chapter 3 reviews data associated with factors that have been hypothesized to account for the relatively lower college participation rates of minority groups as compared to whites. Chapter 4 concludes the report with a review of various programs that institutions have developed to enhance minority student preparation, enrollment, and continuation in college. Twenty-eight tables and a brief description of the High School and Beyond Study are appended. Includes 62 references. (DB)

ED 334 932 HE 024 768

Inman, Deborah; And Others
Howard University: A Comparative Fiscal Analysis.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Comparative Analysis; Costs; *Educational Finance; Expenditure per Student; *Expenditures; Facilities; Financial Policy; Higher Education; *Income; *Institutional Research; Maintenance; Private Colleges; Public Colleges; Research; *Teacher Salaries; Teaching Hospitals; Universities
IDENTIFIERS- *Howard University DC

This report presents a fiscal analysis of Howard University (District of Columbia) including: (1) general education revenues; (2) education and general expenditures; and (3) faculty salaries. The study compared Howard University to four different groups of higher education institutions: similar private institutions with hospitals; public universities with hospitals; competitor institutions (institutions preferred by students who declined Howard University admittance); and historically Black colleges and universities (HBCUs). Key findings with respect to revenues included: the university received more than twice as much revenue as competitor institutions and three times more revenue than HBCUs but less than that of private institutions with hospitals, and the university received 1% of total revenues from endowment income. Key findings with respect to expenditures included: Howard University spent 22,843 per full-time equivalent student, midway between private and public universities with hospitals; Howard spent only 6% of its expenditures on research; and Howard spent more for plant operation and maintenance than any of the comparison groups did. Other findings indicated that 78% of Howard s full-time faculty had Ph.D. s and that its faculty implicitly on a division of research-related and teaching-related costs. In Chapter Five the authors reflect on the different models of performance indicators and their modes of application moving from analysis of what is now being proposed in different systems to their own proposals of how they might be used within the UK context by funding bodies and within institutions. The book contains four figures and four tables, an index and a list of over 250 references. (JB)

ED 334 952 HE 024 807

Boys, Chris J.; Kirkland, John
Degrees of Success: Career Aspirations and Destinations of College, University and Polytechnic Graduates. Higher Education Policy Series, 3.
PUB DATE- 88
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Educational Benefits; *Educational Status Comparison; *Education Work Relationship; *Employment Patterns; Graduate Surveys; Higher Education; Labor Market; Occupational Aspiration; *Private Colleges; Promotion (Occupational); *Public Colleges
IDENTIFIERS- *England; First Destination Statistics (United Kingdom); *Wales

This book offers information from research on how 1,584 graduates from the British public higher education and from private universities fared in the labor market in comparison with each other; whether graduates in some subjects do better than others and the value of first destination statistics (employment information data 6 months after graduation). A questionnaire was sent to a sample of final year undergraduates in 1982 and a second to the same group 3 years later. Chapter Two presents an analysis of the participants qualifications and career aspirations in 1982. Chapter Three discusses their early destinations, and Chapter Four looks at their career opportunities and prospects in 1985. Chapter Five reveals the extent to which early aspirations were realized, and Chapter Six treats levels of income. Chapter Seven examines graduates retrospective evaluations of first degree courses in the light of their experiences in the labor market. Chapter Eight presents a comparison test of the value of first destination statistics. In the final chapter the authors conclude that university graduates in engineering, the sciences, and business related social sciences experienced the least unemployment; that graduates from private institutions do better than those from public institutions, and that first destination statistics are accurate enough to be useful. The text includes 34 tables and six figures, five appendixes on study methodology, 43 references and an index. (JB)

ED 334 953 HE 024 808

Teichler, Ulrich
Changing Patterns of the Higher Education System. The Experience of Three Decades. Higher Education Policy Series, 5.
PUB DATE- 88
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

Education; *Curiosity; *Interactive Video; *Intermode Differences; *Learner Controlled Instruction; Predictor Variables; Pretests Posttests; Primary Education

With the emergence of interactive learning technologies, there are many questions which must be addressed concerning young learners. Such sophisticated technology combined with thoughtful instructional design has the potential for both encouraging achievement and stimulating important scholarly attributes such as curiosity and other aspects of motivation. The purpose of this study was to evaluate the effectiveness of variations in learner control (also referred to as lesson control) on children s level of curiosity and learning from computer-based interactive video (CBIV). The lesson content was art education and contained both facts and concepts. It was presented as a videodisc visit to the Everson Museum in Syracuse, New York. A posttest only control group design was employed with 103 first and second grade subjects who were randomly assigned to one of three experimental conditions (designer control, learner control, or learner control with advisement) or a control group. The independent variable for this study was the degree of lesson control which the subjects had over the content. The dependent variables were the posttest scores in achievement and curiosity. Results indicated that children in the learner-control with advisement group scored significantly better in the achievement posttest than did the learner control subjects. They also tended to score higher on certain of the curiosity subscales. (7 tables, 32 references) (Author/BBM)

ED 334 973 IR 015 136

Aust, Ronald; Klayder, Jim
Global Navigation in the Year 2001.
PUB DATE- 91
NOTE- 14p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Computer Networks; Computer Software; *Computer System Design; *Electronic Mail; Elementary Secondary Education; *Formative Evaluation; Higher Education; *Hypermedia; Information Management; *Information Retrieval; Instructional Materials; *Man Machine Systems; Online Systems; Teacher Education
IDENTIFIERS- Unified Network of Informatics in Teacher Educ

The Unified Network of Informatics in Teacher Education (UNITE) is intended to establish a cooperative environment for exchanging ideas and computing resources among school administrators, teachers, interns (student teachers), and teacher educators who are separated by physical distances. A primary objective of the initial phase was to investigate approaches to linking the network s administrative, methodological, and instructional resources. Located in the University of Kansas School of Education, UNITE s hub consists of a primary distribution computer and a local area network tailored for the development of a range of educational resources including those that use CD-ROM and interactive video technologies. The distribution computer is currently linked to Macintosh stations in 16 Kansas schools. HyperCard was selected as the primary development environment for the UNITE software for information retrieval, called the "Resource Navigator." The

"Teachers, Computers, and Power" (Robert Muffoletto--abstract only); (3) "Economic, Political, and Social Issues That Affect the Growth of Distance Education" (Marina Stock McIsaac); (4) "The History of Technology and Education" (Alfred Bork); and (5) "Educational Technology Curriculum Theory: Toward a New Language of Possibility" (J. Randall Koetting--abstract only). Two of the three papers provide references. (BBM)

ED 334 991 IR 015 158

Koetting, J. Randall; Januszewski, Alan
Theory Building and Educational Technology: Foundations for Reconceptualization.
PUB DATE- 91
NOTE- 16p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; Definitions; Educational Change; Educational Philosophy; *Educational Research; *Educational Technology; *Educational Theories; *Hermeneutics; Research Design
IDENTIFIERS- *Empirical Analysis

This discussion of the contested/problematic concept (i.e., words that are open to debate and discussion as to their meaning) focuses on the notion of theory as one example in educational technology. Arguing that the notions of contested and problematic suggest debate, re-interpretation, and the need for dialogue with others to establish meaning, this paper suggests that through the diversity of understandings of this concept, new language can be used to talk about the work of educational technologists. It is expected that this new language, in turn, will open new possibilities for dialogue and praxis in the field of educational technology. The discussion begins by addressing the question of why theory is used. Distinctions are made between empirical-analytic sciences, the historical-hermeneutic sciences, and the critical sciences. The word theory is then discussed in the context of the field of educational technology, and it is noted that the Association for Educational Communications and Technology (AECT) definition of educational technology (1977) endorses the empirical-analytic approach, a descriptive theory concerned with prediction and control. Nagel s fourth sense of theory as a systematic analysis of a set of related concepts (1969) is seen as promising for this discussion, since theory in this sense becomes both a conceptual analysis of a given word and a normative statement of its use. It is argued that theory interpreted in this fashion becomes the grounding of new understanding and the potential for change. It is concluded that the limitations of the prediction/control cycle can be broken through hermeneutical and critical inquiry, giving the field a radically different language and conceptual basis from which to work. (6 references) (BBM)

ED 334 992 IR 015 159

Lee, Doris; And Others
The Effects of Feedback and Second Try in Computer-Assisted Instruction for Rule-Learning Task.

intellectual skills learning will promote effective instructional design while adding to current knowledge of the learning process. The view that the successful learner takes an active role in the learning process is a major assumption inherent in the framework that is presented for conceptualized research in this area. This view is discussed in terms of the constructivist and generative conceptions of learning with references to assimilation theory, mathemagenic views of learning, cognitive strategy activators, and the information processing model. It is noted that this framework addresses three superordinate factors involved in the learning process: (1) design of stimulus material; (2) active role of the learner; and (3) nature of the learning outcome. A research study planned for the spring of 1991 is then described which will explore the differential effects on learning of three types of adjunct questions incorporated in a text lesson on basic statistical concepts and rules. (The treatments for this study are derived from three separate theoretic perspectives--assimilation theory, forward transfer theory, and cognitive strategy activation--and the subjects will be 80 graduate students at San Jose State University in California.) Suggested topics for future research conclude the paper. (3 figures, 31 references) (BBM)

ED 335 009 IR 015 176

Ross, Steven M.; And Others
An Evaluation of Alternative Distance Tutoring Models for At-Risk Elementary School Children.
PUB DATE- 91
NOTE- 19p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Distance Education; *Electronic Mail; Grade 6; *High Risk Students; Intermediate Grades; Intermode Differences; Language Skills; Microcomputers; Minority Groups; Models; Program Evaluation; *Student Attitudes; *Teleconferencing; Tutoring; Writing Skills
IDENTIFIERS- Apple Classrooms of Tomorrow

Two programs for providing distance tutoring for at-risk elementary school children were implemented and evaluated in successive years. Each program employed 10 graduate education students as tutors for approximately 25 sixth-grade children, i.e., 2-3 tutees per student. Tutoring exercises were oriented around writing and language skills development. Program 1 was restricted to electronic mail exchanges via a local bulletin board system, whereas Program 2 permitted both electronic mail and teleconferencing via a national network. Results showed moderate to extensive use of both systems by two-thirds of the students. Students reactions were somewhat negative about Program 1, but positive about Program 2, seemingly because of the greater flexibility of the latter system and stronger relationships established with their tutors. Additional findings and discussion concern the type of communications made, tutor experiences and reactions, advantages and disadvantages of each system, and recommendations for future program design. (14 references) (Author/BBM)

ED 335 010 IR 015 177

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 77p.; For the first edition, see ED 211 097.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; *Instructional Development; *Instructional Systems; *Models; *Organizational Development; Systems Analysis; *Systems Approach; Systems Development

This paper, which updates and expands on the first edition (1981), begins by presenting a definition of instructional development (ID) and a discussion of its origins. A taxonomy for classifying ID models is then suggested, and it is noted that most ID models have been subjected to only a limited degree of testing. The 12 ID models that are reviewed are divided into the three categories specified by the taxonomy as they focus on the classroom, the product, and the systems. Specific models are described and discussed in each of these categories: (1) classroom--Gerlach and Ely; Heinich, Molenda, and Russell; Dick and Reiser; and Kemp; (2) product--Van Patten; Leshin, Pollock, and Reigeluth; and Bergman and Moore; and (3) systems--IDI (Instructional Development Institute); ISPISD (Inservices Procedures for Instructional Systems Development); Dick and Carey; Seels and Glasgow; and Diamond. The taxonomy and 11 of the 12 models are depicted in 12 figures. A guide to searching ERIC for ID models is provided in the Foreword, and the annotated ERIC bibliography lists 19 journal articles and 14 documents. Instructions for obtaining copies of ERIC documents and journal articles are included. (30 references) (DB)

ED 335 028 IR 053 033

Hallein, Joe; Phillips, Judy
Co-Operative Curriculum Planning & Teaching: Are Primary School Teacher Librarians Really Involved.
PUB DATE- Feb 89
NOTE- 30p.; A research project funded by A.A.C.O.B.S.; incorporated into A.C.L.I.S., 1988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Cooperative Programs; *Curriculum Development; Foreign Countries; Interviews; *Librarians; Library Research; *Library Role; Library Surveys; Organizational Objectives; Primary Education; *Professional Recognition; *School Libraries; Teacher Attitudes
IDENTIFIERS- Australia

This assessment of the extent to which teacher-librarians in Australian primary schools are actively involved in curriculum development compared two Australian states, including both metropolitan and country regions, to determine whether observations made in Victoria were substantiated by the data collected, and whether this situation was paralleled in New South Wales. A review of the literature revealed that information about what Australian primary school teacher-librarians actually do is very limited, although a plethora of articles exist about what they ought to be doing. A survey instrument sent to 80 primary schools in Victoria and New South Wales was designed in diary form to enable the participating and drugs, vocational/career information, English as a Second Language, and self-esteem. Only 18% of the respondents reported unique services for at-risk students in their library media centers. Five categories which seemed to be the most common were: (1) librarians participating in school-wide support programs; (2) reading incentive programs; (3) computer/technology usage; (4) student peer programs; and (5) parental involvement. It was concluded that, while some librarians are providing exemplary service and support for the at-risk student, there is a need within the profession for more information and involvement. This report concludes with a summary of some of the reasons why more library media specialists are not involved in at-risk programs and four recommendations to the Texas Library Association Research and Scholarship Committee. Two appendices contain the questionnaire and analyses of the responses for individual questions presented in 11 figures. (BBM)

ED 335 047 IR 053 677

McCulley, Lucretia; Ream, Dan
Public Use of Academic Libraries in Virginia.
PUB DATE- Jun 88
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Access to Information; Fees; Higher Education; Interlibrary Loans; Library Circulation; *Library Services; Online Searching; Private Colleges; *Public Service; State Surveys; State Universities; *Use Studies
IDENTIFIERS- *Library Policy; Virginia

The directors of 40 academic libraries in Virginia were surveyed to obtain information on their practices relating to public access, services, and fees in their libraries. Complete or partial responses were received from 21 libraries in private institutions and 14 from state-supported institutions. These responses indicate that all of the responding libraries offer the public open access to their building without charge, although two require an application process. All 18 of the respondents that offer online services to the public charge the online cost of the search, and two of them add an additional fee. Members of the general public are allowed to borrow materials without charge by 21 of the libraries, while an additional 8 libraries allow the public to borrow for a fee, which ranges from 5 to a high of 700. Sixteen of the libraries offer interlibrary loan services to the general public. Reasons for charging public users for services were given as partial or full cost recovery, and limiting their use of the library. Numbers of the general public borrowing materials from academic libraries were reported as ranging from less than 50 to 4,000. The most frequent types of users were ranked as: (1) students from other colleges or universities; (2) high school students; (3) business persons; (4) alumni; (5) public or private school teachers; and (6) recreational users. Only three reported offering special privileges to corporate or business users, and only nine claimed that use by the general public has had a negative impact. Advantages of offering services to the public are cited as good community relations, with services open to high school students serving as a good recruitment tool. A copy of the questionnaire with a tally of the responses is appended together with a list of the participating institutions. (16 notes/references) (BBM) equipment donations and provision of cooperative education positions for second-year electronic engineering students; (6) promotional and informational materials were developed and on-site consultations have taken place to bring the program to the attention of other educators and help them replicate it; and (7) while only 31% of the high school students participating in the program earned college credit during its first year, this figure rose to 70% by the program s third year. A completed articulation agreement and sample course sequences from the student guidebook are included. (PAA)

ED 335 066 JC 910 234

Feiger, Helen Tina
The American Community College Woman.
PUB DATE- 91
NOTE- 118p.; Ed.D. Dissertation, University of California at Los Angeles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Persistence; *Adult Students; Community Colleges; *Enrollment Influences; *Ethnic Groups; *Females; Interviews; Literature Reviews; Questionnaires; Socioeconomic Influences; *Student Characteristics; Student Participation; Two Year Colleges; Two Year College Students; *Womens Education

In 1991, a national study was conducted to identify the characteristics of adult women attending two-year colleges and determine how these characteristics influenced the students educational experience. Data for the study were drawn from a cross-sectional survey of 7,558 students in 95 colleges, 58% of whom were women, and from two group interviews. The student characteristics examined included age, high school grade point average, age of children living in the home of the student, and ethnicity. The students community college experience was defined in terms of barriers that prevented students from taking a full college load, pressures experienced while attending college, level of participation in student services, benefits associated with attending college, and choice of major. Study findings included the following: (1) 26% of the women in the survey came from ethnic minority groups; (2) 40% cited finding time to study, and work schedules as barriers to taking a full college load; (3) one-third of the Asian women and 30% of the Hispanic women indicated that inadequate finances kept them from taking a full college load; (4) women 19 years of age and younger experienced more academic pressures than older age cohorts, with Hispanic women scoring highest on mean measures of academic pressures of all ethnic groups; (5) students 36 years of age and older reported more positive benefits than younger students; and (6) Asian and Caucasian women had the lowest participation rates in student services of all groups. The study report includes an extensive literature review, recommendations, and survey instruments. (JMC)

ED 335 067 JC 910 313

Fujimoto, M. Jack; Carraway, Cassandra T.
Partnership 2000: A Bridge to a More Effective California Workforce and a Continuing Challenge for Educational Excellence, October 1990-July 1991 . Project Number: 89-0132.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Citizenship Education; Community Colleges; *Educational Needs; Employment Potential; English (Second Language; Family Characteristics; *Immigrants; *Job Skills; *Non English Speaking; State Federal Aid; Two Year Colleges; *Undocumented Immigrants
IDENTIFIERS- *California; Immigration Reform and Control Act 1986

Through State Legalization Impact Assistance Grants (SLIAG), California is projected to receive almost 2 billion to help deal with the impact of the nearly 1.7 million immigrants who received amnesty under the Immigration Reform and Control Act of 1986. The California State Education Plan for SLIAG, developed by the California Department of Education and the Chancellor s Office of the California Community Colleges, has two main goals: (1) to help 950,000 "new Californians" to demonstrate educational proficiency equal to 40 hours of classroom instruction in order to become permanent residents; and (2) to make available to all 1.7 million "new Californians" education and training that will enable them to succeed in school and become more employable. As yet, these goals have not been met, nor are they expected to be met by the end of the funding period in fiscal year 1993. The failure to achieve these goals has been attributed to insufficient federal funds; inadequate educational services; lack of a state-level community college coordinating unit; and low participation by the target population. This report on programs and services for "new Californians" profiles this group with respect to their employment, family status, country of origin, health, education, and goals. In addition, it underscores the inadequacy of SLIAG funding to address their educational needs, offering 10-year cost projections and revealing that the community colleges are only prepared to serve 25% of this population. It also outlines the responsibilities of the affected community college districts for developing adequate plans and policies. Finally, the report reviews the progress made in providing training in basic skills, citizenship, and workplace basics to the immigrants and in ensuring that these efforts will be strengthened and coalesced with other Board initiatives that have been proposed. (PAA)

ED 335 084 JC 910 374

Cepeda, Rita M.; Morris, Norma
Title 5 Course Standards and Grading Policy Regulations.
PUB DATE- Sep 91
NOTE- 33p.; Discussed as agenda item 6 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 12-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; Basic Skills; College Credits; *College Curriculum; Community Colleges; Credit Courses; Educational Legislation; *Educational Policy; Grading; Noncredit Courses; *Remedial Programs; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

After providing background on Title 5 regulations that upgraded standards of rigor for degree-applicable credit courses offered by California community colleges, this report presents the academic records of students in the two groups. Study results included the following: (1) students who completed developmental English when class size was limited had higher average grades in college-level English than the students who were enrolled in the larger classes; (2) students at Ashtabula, East Liverpool, Geauga, Salem, Stark, and Trumbull campuses, who were enrolled in the smaller developmental course had statistically higher percentages of better grades; (3) there were no significant differences in students grades at the Tuscarawas campus; and (4) college-level English course withdrawal rates were the same for both groups of students. ANOVA and Chi Square tables with results for each of the seven campuses are included. (PAA)

ED 335 101 JC 910 400

Knight, William E.
Bachelors Degree Study: The Experiences of May 1991 Bachelors Degree Graduates of Kent State University Who Entered from Regional Campuses.
PUB DATE- Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; *College Credits; *College Graduates; *College Transfer Students; Comparative Analysis; *Grade Point Average; Higher Education; Outcomes of Education; State Universities; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Kent State University OH Regional Campuses; *Nontransfer Students

A study was conducted examining the characteristics and experiences of spring 1991 Kent State University (KSU) baccalaureate degree recipients who were originally enrolled in one of the seven regional two-year college campuses (RC s). Data were available for 177 degree recipients, representing 92% of all graduates who had originated at the RC s, and comprising 13.5% of the total 1991 graduating population. For comparative purposes, data were gathered for 1991 graduates who had begun their educational career at KSU and for graduates who had transferred to KSU from another four-year college. Study findings included the following: (1) 91% of former two-year college students were white and 61% were female; (2) final cumulative grade point averages were higher for former RC students (3.13 on a four-point scale) than for either KSU entrants (3.04) or other transfer students (3.04); (3) the average cumulative credit hours for RC entrants was 145.7, as compared to 142.1 for KSU entrants, and 148.5 for other transfer students; (4) the average age at graduation was 29 years for RC entrants, 23 for KSU entrants, and 26 for other transfer students; (5) RC entrants averaged 84 credit hours at KSU, and fewer than 25% stopped out during their enrollment at KSU; (6) there were no significant differences in RC entrant semesters or credit hours completed at KSU by gender or ethnicity, nor were there differences in total semesters at KSU by RC attended; and (7) RC entrants completed an average of 11 semesters from RC enrollment to KSU graduation, compared with 10 semesters for KSU entrants. Data tables are included. (PAA)

ED 335 102 JC 910 401

Health Careers Project for People in Public Housing.

Underrepresented Families in Education.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Secondary Education; *Family Involvement; *Family School Relationship; Guidelines; *Outreach Programs; *Parent Participation; *Parent Role; Parents as Teachers; Program Effectiveness

This booklet shares strategies that schools can undertake to provide parents with opportunities, information, and skills they may need to support their children s education. The booklet recognizes the importance of addressing the needs of the whole family in order to break the intergenerational cycle of school failure. Parts 1 and 2 outline an approach to designing broad-based, needs-driven plan for involving families in their children s education. This approach encourages schools to: (1) identify and involve community-based organizations; (2) assess parents needs for training and support; and (3) implement a range of strategies for connecting parents with their children s learning and with schools. Part Three describes 26 outreach strategies that emphasize reaching, educating, and empowering families that traditionally do not participate. The common denominator in these strategies is their focus on ways in which schools can collaborate with community resources to reach out to parents and expand family involvement in education. Appendix A examines the research on parent involvement, and Appendix B provides a bibliography of 54 citations. (RH)

ED 335 121 PS 019 676

Future Trends in Early Childhood Programs.
PUB DATE- Dec 86
NOTE- 65p.; For other reports, see PS 019 677 and PS 019 678.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Children; Community Surveys; Demography; *Early Childhood Education; Educational Quality; *Educational Trends; *Family (Sociological Unit); Needs Assessment; *Public Schools; *School Role; *State Programs
IDENTIFIERS- *Massachusetts; Questions

In compliance with the Massachusetts Public School Improvement Act of 1985, this report provides information in the following areas: research findings; national and state demographics regarding children and families; services for children and families in Massachusetts; high quality early childhood programs; and the emerging role of public schools in early childhood education. A growing number of states are involved in early childhood education, with many programs originating in legislation. Research has demonstrated the long-term benefits of high quality early childhood programs. There are strong economic pressures on mothers to enter the work force. The number of Massachusetts children living in poverty, particularly those from minority families, is increasing. Massachusetts has an increasing need for early childhood programs and day care services for young children at all income levels. Public schools are being asked to provide a broader range of services to more diverse groups of children and

PUB TYPE- Books (010)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Creativity; *Educational Practices; *Educational Principles; Elementary Secondary Education; Emotional Experience; Helplessness; Higher Education; Integrated Curriculum; *Learning Processes; Locational Skills (Social Studies); Memory; Self Motivation; Stress Variables; Student Evaluation; *Student Projects; *Teaching Methods
IDENTIFIERS- *Brain Based Learning; Brain Functions; Brain Research; *Natural Knowledge

This book adds to the growing body of knowledge and research suggesting that educators need to move beyond simplistic, narrow approaches to teaching and learning. In Part I, "Accessing the Brain s Potential," current educational practices are examined in light of critical findings of brain researchers. In Part II, "Facts and Theories about the Human Brain," topics, theories, and models of brain functions that seem to address current issues in education and provide implications for curriculum restructuring and design are considered. Major aspects of research are reorganized for the purpose of eliciting a useful and practical set of general principles. In Part III, "Brain-Based Schooling," elements of instruction that are believed to cause students to use the brain s capacity more fully to learn are discussed. Citations number 218. (RH)

ED 335 142 PS 019 763

Hudley-Paul, Cynthia A.
Teacher and Peer Perceptions of Aggression among Minority Youth.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; Blacks; Elementary Education; *Elementary School Students; Latin Americans; *Minority Group Children; *Peer Evaluation; *Sex Differences; Student Behavior; *Teacher Attitudes
IDENTIFIERS- African Americans

This study investigated teacher and peer perceptions of aggression in minority elementary school students enrolled in three urban public schools in southern California. Students (N=650) in grades 3, 5, and 8 were rated by teachers and completed a peer assessment questionnaire. Boys received significantly more peer nominations for aggressive behavior than did girls. In addition, boys nominations increased from grades 3 to 8, while girls nominations decreased. Total aggression ratings by teachers were significantly greater for boys than for girls, and ratings increased as students progressed through the grades. Teacher and peer perceptions of aggressive behavior were more congruent for males than for females. Teacher ratings understated levels of aggression of females relative to peer assessments. A list of 25 references is included. (BC)

ED 335 143 PS 019 765

Diamond, Karen; And Others
Attitudes of Preschool Children toward Their Peers in a Mainstreamed Class: A Year-Long Investigation.

of caring for infants; information about ways infants learn through play; and guidelines for evaluating toys. Sources for additional help with projects are listed. A "leader s guide" for both the infant and toddler units is appended. (RH)

ED 335 164 PS 019 934

Francis, Connie M.
The Preschooler: 4-H Child Development Project.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 88
NOTE- 41p.; For project units on "the infant," "the toddler," and "middle childhood", see PS 019 931-935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Child Development; Elementary Secondary Education; Guidelines; Instructional Materials; *Learning Activities; *Observation; *Play; *Preschool Children; Student Projects; Toys; Units of Study
IDENTIFIERS- *4 H Programs

Intended for 4-H participants who plan and implement activities in the area of child development, this booklet provides a study guide to help young learners: (1) gain understanding of a preschool child s physical, mental, social, and emotional growth; (2) learn to care for a preschooler and promote preschoolers feelings of security and safety; and (3) choose types of play that preschoolers enjoy. Suggested projects; information about preschoolers development; an observation form; guidelines on communicating with and caring for preschoolers; ways to help preschoolers learn through play; and guidelines for evaluating toys are provided. Sources of additional help with programs are listed. A "leader s guide" for both the preschooler and middle childhood units is appended. (RH)

ED 335 165 PS 019 935

Francis, Connie M.
Middle Childhood: 4-H Child Development Project.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 88
NOTE- 40p.; For project units on "the infant," "the toddler," and "the preschooler," see PS 019 931-935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Instructional Materials; *Learning Activities; *Observation; *Play; Student Projects; Toys; Units of Study; *Young Children
IDENTIFIERS- *4 H Projects

Part of a series for 4-H members between 9 and 19 years of age, this age-graded guide to the development of 6-, 7-, and 8-year-olds aims to help 4-H members who are children and adolescents themselves: (1) understand the physical, mental, social, and emotional development of children in middle childhood; (2) learn to care for a child in middle childhood and promote feelings of security and safety; and (3) choose types of play

Biased? AK-ERA White Paper #1.
PUB DATE- Apr 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Alaska Natives; *Cultural Differences; Elementary Secondary Education; *Minority Groups; Standardized Tests; *Test Bias; *Test Validity
IDENTIFIERS- *Alaska; *Iowa Tests of Basic Skills

Addressing concerns of some Alaska educators and parents about the fairness of the Iowa Tests of Basic Skills (ITBS), this paper clarifies what can be expected of norm-referenced tests and examines the extent to which the results of the Alaska Statewide Student Assessment may be affected by test bias. Although some test items may ask questions that are more within the common experience of urban children, they measure general knowledge and academic skills important in mainstream society. The ITBS tells educators and parents how children stand in the area of general knowledge and academic skills compared to children across the country. It is not a measure of intelligence, creativity, or other important human characteristics. To the extent that the basic language arts, reading, and mathematics skills covered by the ITBS are taught in Alaska schools, the tests are fair measures of what is taught. Possible explanations for ethnic differences in test scores are ethnic-group-related differences in average income, level of education, and the value placed on school achievement. Differences in the types of schools that minority students attend may also contribute to the differences in the test outcome. Riverside Publishing Company, which publishes the ITBS, attempts to minimize bias through item analysis by expert reviews and quantitative analyses of test results from tryout studies. Standardized tests can provide both individual and group information, but should be interpreted cautiously. Test results should be only one indicator of many used to determine school success or failure. (KS)

ED 335 184 RC 018 266

Bell, James H.
Rural Literacy Issues in Alberta.
PUB DATE- May 91
NOTE- 11p.; Paper presented at the Literacy Issues in Rural Canada Conference (Ottawa, Ontario, Canada, May 10-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Confidentiality; *Distance; Foreign Countries; *Illiteracy; *Literacy Education; Needs Assessment; Research Needs; *Rural Areas; Rural Education; Surveys
IDENTIFIERS- *Alberta

This paper reviews results of a questionnaire distributed to literacy workers in rural Alberta (Canada) to ascertain their views on rural literacy. The questionnaire was designed to identify: (1) distinctive features of the issue of adult illiteracy in rural areas; (2) the strengths of literacy efforts in rural Alberta; (3) the weaknesses of literacy efforts in rural Alberta; (4) additional help needed; and (5) the most needed research efforts. The results are based on the responses of 24 people (38% response rate), and were analyzed by grouping points made in the responses. Respondents saw rural descriptive statistics for all items in the survey. (KS)

ED 335 202 RC 018 300

Hyle, Adrienne E.; And Others
The Dropout Problem: Superintendent s Priorities by School Locale.
PUB DATE- Jul 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Dropout Research; *Dropouts; *Family Influence; Parent Influence; Peer Influence; Poverty; Role of Education; Rural Education; Rural Urban Differences; Social Discrimination; *Student Characteristics; *Superintendents

A national stratified random sample of superintendents (N=432) responded to a 42-item questionnaire listing probable causes of students dropping out. They were asked to identify causes that they believe should be given high priority as well as those that had the necessary research foundation from which to develop significant intervention programs. Responses were compared by rural, suburban, and urban school locale. There was little consensus on which causes possessed the necessary research base to guide interventions. Causes that were given high priority by suburban superintendents included the need to support a spouse or child, conflict with schools and teachers, being too old, having too many learning disabilities, and experiencing discrimination. Causes given high priority by urban superintendents were: lack of parental support of education; poverty; lack of daycare for children of teens; and discrimination. High-priority causes identified by rural superintendents were: being too old for the peer group, poverty, and lack of daycare for children of teens. The data support the belief of many superintendents that the most severe problems of dropouts are not those associated with public education but those of the children and their families. Much more education of superintendents is needed to increase their belief that they can affect changes that will help resolve the dropout problem; if this is not done, it is possible that superintendents will continue to blame the victims, not the schools, and to live with high dropout rates. It would also be helpful for Colleges of Education to report research on dropout programs in refereed publications as well as in periodicals read by administrators. Contains 53 references. (Author/KS)

ED 335 203 RC 018 302

National Directory of Farmworker Services Provided by Organizations Receiving JTPA Title IV 402 Funds.
PUB DATE- Apr 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Day Care; Economic Development; *Employment Opportunities; *Employment Services; *Farm Labor; Housing Opportunities; Job Training; *Migrant Workers; Organizations (Groups); Resource Materials; *Services
IDENTIFIERS- Association of Farmworker Opportunity Programs; *Job Training Partnership Act 1982

Sambs, Hermann
Problem Solving in Physics and Mathematics--What Do They Have in Common? (Creating a Base for Research and Teaching).
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; *Instructional Improvement; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Physics; *Problem Solving; Science Education; *Secondary School Mathematics; *Secondary School Science; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Mathematics Education Research

Considering the requisite skills and comparing commonalities in historical development, the disciplines of physics and mathematics can be viewed as related to and supportive of each other, yet it remains a curiosity that few, if any, cross-connections exist between school physics and school mathematics in the area of research on problem solving. This study synthesizes the up-to-date information available from research reports, books, and monographs with the intent of providing a base for interdisciplinary research on the comparison of problem solving in school physics and mathematics and for the promulgation of informed pedagogical considerations concerning the teaching of problem solving within these related fields at the middle school and high school levels. The studies reported here are organized into three groups as they relate to problem solving as both a general and specific activity, to the learner and his/her association with problem solving, and to the teaching of problem solving. A list of 66 references is included. (JJK)

ED 335 223 SE 052 190

Stage, Frances K.
Semiotics in the College Mathematics Classroom.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Cognitive Development; Cognitive Processes; *College Mathematics; *Communication Research; Higher Education; Interviews; Mathematical Linguistics; Mathematics Education; Mathematics Instruction; *Qualitative Research; *Symbols (Mathematics); Teacher Effectiveness
IDENTIFIERS- *Mathematical Notation; Mathematics Education Research

Although mathematics can be described as a formalized language, the signs and symbols of mathematical representation are subject to individual interpretation, which, if inaccurate, can lead to inhibitions about and interferences with the mathematical learning process. The purpose of this study was to explore communication in an intermediate-level college discrete mathematics classroom and to elucidate possible differences in interpretation that could detract from the attainment of an

PUB DATE- 89
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Demography; Elementary Secondary Education; Geographic Location; *Geographic Regions; *Geography Instruction; Learning Activities; *Maps; Social Studies
IDENTIFIERS- *Middle East

This map kit is designed to demonstrate graphically the size of countries of the Middle East in comparison to the United States and to each of the 50 states. Basic demographic statistics for each Middle Eastern country and for each of the 50 states are included to enhance comparisons. The overarching premise behind this map kit is that the visual impact of comparing Middle Eastern countries with one s home state and other states will help students learn the information more effectively. (DB)

ED 335 241 SO 021 026

Shermis, Michael
Interreligious and Interdenominational Cooperation in the Civil Rights Movement.
PUB DATE- Jun 90
NOTE- 93p.; Master s Thesis, Indiana University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Civil Rights; Cooperation; Minority Groups; Racial Discrimination; *Religion Studies; *Religious Cultural Groups; Religious Organizations; Social Change; *United States History
IDENTIFIERS- *Social Movements

This study examined the interreligious and interdenominational dimensions of the civil rights movement as reflected in the pages of the "Christian Century," the leading liberal, Protestant, intellectual periodical during the 1960s. Cooperation among organizations such as the National Council of Churches and other Jewish and Catholic organizations throughout the United States played a very important role in the movement. The reports, commissions, conferences, and special events put together by religious groups demonstrated a genuine interreligious and interdenominational dimension throughout the 1950s and 1960s. Letter-writing campaigns, lunch counter sit-ins, and marches and demonstrations were participated in by members of all faiths and supported by a wide variety of religious organizations. The influence of "Christian Century" itself on the movement is also described. A 26-item bibliography is included. (DB)

ED 335 242 SO 021 027

Carspecken, Phil
What s New about "New" Social Movements? Some Notes on a Liverpool Protest Movement over a School Closure.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Conference of the American Anthropological Association (Washington, DC, November, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Democratic Values; Developed Nations; Developing Nations; *Educational Development; Higher Education; International Education; *International Educational Exchange; International Programs; *Role of Education
IDENTIFIERS- UNESCO

This paper includes two documents: a working document and a report on the symposium on the democratization of higher education and its role in the promotion of economic and social progress. This symposium was part of UNESCO S program entitled "Democratization of Education." The purposes of the program s activities were to stimulate and support Member States efforts to ensure full equality of educational opportunity for all citizens and to promote legislative, educational, social, and financial measures that would enable the most disadvantaged strata of society to exercise rights effectively. The analyses and discussions covered four main topics: democratization of education as a condition for the exercise of the right to education and for the progress of society; favorable conditions and obstacles to the democratization of education; problems concerning the quality of education in the context of its democratization; and democratization of higher education in relation to the requirements of socio-economic development. (Author/DB)

ED 335 265 SO 021 391

Hopkin, Anthony G.
Seeking and Tapping New Resources for Education: A Welsh Case Study.
PUB DATE- 90
NOTE- 12p.; A paper presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Developed Nations; Developing Nations; *Educational Administration; Educational Change; Educational Development; Educational Planning; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; International Education; *International Studies; *Teacher Education
IDENTIFIERS- UNESCO; *Wales

Based on research, this report proposes curriculum innovation be used to explore the feasibility of improving and extending educational provision through utilizing the resources of Non-Government Organizations (NGOs). The curriculum innovation in question is the dissemination of Development Education (DE) through Welsh teacher education. Three hypotheses are formulated based on the increased use of the resources of the NGOs in the formal sector of education. The first hypothesis is that pre-service teacher education is a potentially rich area for the promotion of innovation in the curriculum. The second hypothesis is that NGOs and similar organizations could play a significant role in the promotion of educational innovation in the formal sector of education. The third hypothesis is that

Puerto-Ricans: A Multi-Racial Group in a Bi-Racial Country.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ethnic Groups; Immigrants; *Migration; Puerto Rican Culture; *Puerto Ricans; *Racial Attitudes; Racial Bias; Racial Factors; Racial Identification; Racial Relations
IDENTIFIERS- Puerto Rico

The question of race among Puerto Ricans in the United States in the 20th century is explored in this paper. The multiracial character of Puerto Ricans is examined by reviewing Puerto Rico s migration history. Eighteen major works written between 1917 and 1971 on Puerto Ricans are reviewed to discern common racial themes. The methodology of the major works reviewed is analyzed and seven themes found in the literature are discussed. There are: (1) the question of whether Puerto Ricans are a race or not; (2) the continuum of racial types among Puerto Ricans and corresponding names for these types; (3) the generally more "benign" quality of race relations in Puerto Rico; (4) the harsher racial climate in the United States; (5) personal prejudice and the prejudice of no prejudice in Puerto Rico; (6) the theme of "mistaken identity;" and (7) anticipated assimilation paths. These themes reflect the ongoing conflict of two different racial classification systems, that of the United States and that of Puerto Rico. Six endnotes and 35 references are included. (Author/DB)

ED 335 289 SO 030 362

Johnson, Eric S.
Thoughts on Population Education.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancient History; Anthropology; Course Content; Demography; Educational Innovation; *Geography; Higher Education; *Population Education; Social Studies; *Textbook Content
IDENTIFIERS- Dumond (Don E); Population

An examination of recently published college-level textbooks give an indication of what is taught in introducing cultural, world, regional, and economic geography courses. The paper suggests that the ideas of anthropologist Don E. Dumond should be included in classroom discussions on population. Dumond draws parallels between an industrial society and the culture of early humanity. The argument is presented that the modern nuclear family is the prime unit with responsibility for children; and just as in primitive societies, children cannot make a contribution to the family at an early age. This gives families the motivation to limit the number of children, just as it did with early groups of hunters and gatherers. (NL)

ED 335 290 SO 030 423

Elliot, James J.; And Others
World Cultures Curriculum. Sixth Grade Social Studies Curriculum.
PUB DATE- 89
NOTE- 265p.
LANGUAGE- English

Education; *Student Participation; Teacher Effectiveness; *Teacher Workshops
IDENTIFIERS- Delaware

A frequent criticism of education in the United States today is that teachers are not challenging and teaching students to think beyond the simple task of recalling information. In response to this criticism, during the school year of 1986-1987, the Delaware Department of Public Instruction and local school districts provided a staff development program in the elements of effective instruction to every teacher, specialist, and building-level administrator. The department also established a task force which recommended a state-wide development program for enhancing higher order thinking for all students, at all grade levels, and in all content areas. This training module is part of that program. Objectives stipulate that by the end of the workshop participants will be able to: distinguish between overt and covert participation; (2) identify strategies for encouraging students to assume responsibility for speaking in the classroom; (3) implement methods which promote student interaction; and (4) describe and list activities for promoting student metacognition. Materials contained in the packet are a series of handouts and transparencies related to the objectives for use in the workshop. (LL)

ED 335 312 SP 033 175

Noordhoff, Karen; Kleinfeld, Judith
Preparing Teachers for Multicultural Classrooms: A Case Study in Rural Alaska. Draft.
PUB DATE- Apr 91
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indians; Case Studies; *Cross Cultural Training; *Cultural Context; Eskimos; *Extended Teacher Education Programs; Higher Education; High Schools; Preservice Teacher Education; *Rural Schools; *Teacher Education Curriculum; Teacher Recruitment
IDENTIFIERS- Alaska; Reflective Teaching; *Teachers for Alaska Program

This paper discusses issues involved in teaching culturally diverse students and questions current practices in multicultural teacher education. The central portion of the paper describes and discusses an alternative approach to multicultural teacher education through the Teachers for Alaska program at the University of Alaska Fairbanks. Teachers for Alaska (TFA) is a fifth-year certification program for secondary teachers which emphasizes preparation for very small high schools in remote Eskimo and Indian villages. Built around the idea that teacher education should help beginning teachers to learn experientially about their students and those students families, the curriculum of this 10-month program is comprised of 6 tightly integrated blocks. Each block begins and ends with significant experiences in culturally diverse classrooms. An important activity in each block is the discussion of a teaching case study. The final block includes student teaching and a concluding seminar. The paper concludes by exploring ways to improve this specific program and multicultural teacher education in general. Thirty-six references are listed. (IAH)

*Role Playing; Second Language Instruction; *Spontaneous Behavior; Student Attitudes; Student Motivation

Dialogues, or role-playing, are useful in second language instruction because they increase student motivation to learn the language, enhance self-esteem by showing students they can express themselves in realistic communicative activities, and inhibit students less than non-simulated situations. In one teacher s approach, students have no prepared script and do not know when they will be called on to perform. Students are grouped by two or more and placed in a predetermined situation coinciding with subject matter and possible language-use circumstances and involving a conflict of some sort, often cultural. In a business French course, one successful role-play involved simulation of an interaction between a French bank teller and an unpleasant American tourist. A native French-speaker played the teller and dispelled stereotypes of rude French clerks. Other units involved job interviews with underqualified applicants, an error in a product delivery, and interactions at a French store s customer service department. Dialogues can be designed to suit the students proficiency levels, accommodate individual student personalities, encourage skill practice, and still allow students to lose their self-consciousness. Good results are obtained with minimal correction and evaluation. (MSE)

ED 334 852 FL 019 305

Grosse, Christine Uber; Uber, David
The Cultural Content of Business Spanish Texts.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Comparative Analysis; *Cultural Awareness; *Cultural Education; Difficulty Level; Higher Education; *Languages for Special Purposes; Second Language Instruction; *Spanish; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *Authentic Materials

A study examined eight business Spanish textbooks for cultural content by looking at commonly appearing cultural topics and themes, presentation of cultural information, activities and techniques used to promote cultural understanding, and incorporation of authentic materials. The texts were evenly divided among beginning, intermediate, and advanced language proficiency levels. Clues to the books cultural orientation were sought in the introductions and texts. It was found that business, linguistic, and cultural content varied in positive correlation with the text s difficulty level. Content in each area was determined from a sample unit in each book. Sources of cultural content were found to include short readings, cultural notes, photographs, advertisements, greeting cards, stamps, and maps. Most authentic materials contained little or no cultural information. In most texts, little emphasis was placed on patterns of daily living or economic culture, and fewer activities focused on cultural knowledge or understanding. Treatment of cultural topics appeared arbitrary and reflected lack of consensus about which aspects of culture should be taught in business Spanish. Recommendations for textbook improvement are made, based on the findings. The textbook

ED 334 872 FL 800 398

Pharness, Gary
A Learner-Centered Worker Education Program. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Literacy Education; *Program Descriptions; *Program Effectiveness; *Student Centered Curriculum
IDENTIFIERS- *British Columbia (Vancouver); ERIC Digests; *Workplace Literacy

Despite increasing awareness of the need for workplace literacy programs to focus on adults personal needs and interests and on long-term employment needs, many worker education programs for adults learning English as a Second Language continue to limit themselves to specific training for particular jobs. The Hastings Institute, Inc., a non-profit corporation of the City of Vancouver, British Columbia, developed the Vancouver Municipal Workplace Language Program for Vancouver City employees. This writing-based, learner-centered program is one of several that are influencing the design of worker literacy education across Canada and the United States. This digest describes the needs of Vancouver s linguistically and vocationally diverse workforce, and the city s response to those needs. The worker education program designed by the Hastings Institute is described, typical questions about the program are answered, and the success and spread of the program is highlighted. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 873 FL 800 399

Bartlett, Karen J.; Vargas, Flavio O.
Literacy Education for Adult Migrant Farmworkers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *Literacy Education; *Migrant Workers; *Program Descriptions
IDENTIFIERS- ERIC Digests

This digest describes the population of migrant farmworkers, some of their educational challenges, and programs currently available to serve them. Challenges cited include the constant mobility of migrant farm workers as they follow the crops, lack of a national record system to track the progress of adults, lack of transportation, and lack of child care. Fear is also a factor; many undocumented workers are afraid to apply for programs even when qualified. The two main types of programs available to these workers are homestate and "upstream"--in either case it has been found that incamp programs with social assistance components are the most effective. The most crucial factor, however, is personal goal-setting, with instructional materials that capitalize on the learning styles and strategies

PUB DATE- Apr 91
NOTE- 249p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *College Faculty; *Degrees (Academic); *Enrollment Trends; *Facilities; *Financial Support; Full Time Faculty; Higher Education; Public Service; Research; Statistical Data; Student Characteristics; Teacher Student Ratio; Tuition
IDENTIFIERS- *University of Alaska Fairbanks

This fact book contains detailed student, faculty, academic, and financial information about the University of Alaska, Fairbanks. The book is divided into seven sections: (1) general information; (2) academic information; (3) student information; (4) faculty and staff information; (5) budget and financial information; (6) research and public service information; and (7) facilities information. Over 75% of the fact book is comprised of statistical data, tables, and charts. Among the information provided are various statistical breakdowns of the fall student enrollment population; various statistical evaluations of the full-time faculty and staff population; student and faculty ratios; trend information on academic degrees conferred, by type and from what departments and programs; and research and public service expenditures, funding, and usage statistics. Also included are facilities data such as building inventory, space allocation, and classroom enrollment statistics. (GLR)

ED 334 893 HE 024 721

Stevens, Kelly; Phillips, Jon
Vietnamese Students at Drexel University: An Explorative Field Study.
PUB DATE- Dec 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asian Americans; College Students; *Cultural Isolation; *Culture Conflict; Family Influence; Family Problems; Family School Relationship; *Foreign Students; Higher Education; *Racial Identification; *Student Attitudes; *Student Subcultures; Vietnamese People
IDENTIFIERS- Drexel University PA

This paper describes and presents the results of an exploratory study of six Vietnamese American students who attended an English-as-a-Second-Language class during their first year of study at Drexel University in Pennsylvania. The paper addresses the issue of the growing variety of cultures represented in today s college students by examining what these six Vietnamese students experiences are, in and out of the classroom. Descriptions of the freshman English program at Drexel University, the fall semester composition course, and the classes that were observed in the study are provided. Among the study s findings are the following: (1) formal education is viewed as an avenue to middle-class occupational status; (2) the parents of these students reject the goal of total assimilation into American culture and guard against these pressures; (3) strained family relationships occur due to different rates of acculturation by family members; (4) there appears to have been a conscious or unconscious rejection of their own culture and language to some extent as the students conception and organization of educational activities. The book attempts to wed an analytical style of thought to a concern with practical issues. Part I provides a background in human nature for the function of critical aspects of the mind. Part II studies the symbolic capacities, with special reference to metaphor as an instrument and potential vehicle of truth, and ritual as a pervasive cognitive device of symbolism. Part III offers a discussion of computer technology as it applies to schooling. Part IV stresses the need for policy-makers to have not merely technical knowledge but also a grasp of the human problems naturally expressed by clients of policy. The final section offers critical commentary on two of pragmatism s founding fathers: Charles Sanders Peirce and John Dewey. Many of the essays include notes. (JB)

ED 334 913 HE 024 749

Annual Report to the California Education Round Table, 1990.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Articulation (Education); *College Instruction; *College Outcomes Assessment; *College Preparation; College Transfer Students; Coordination; *Curriculum Development; Higher Education; Information Dissemination; *Institutional Cooperation; Instructional Improvement; Limited English Speaking; Minority Groups; Outreach Programs; Statewide Planning
IDENTIFIERS- California; *Intersegmental Coordinating Council CA

This report discusses the status of intersegmental cooperation in Caifornia and the specific activities of the Intersegmental Coordinating Council (ICC), and seeks to continue the development of consensus on critical issues confronting educational systems and on intersegmental strategies to approach those issues. Notable ICC activities described in the report include: development of intersegmental diversity teams; development of a group studying articulation of assessment; an annual conference on transfer and articulation; improvement of the dissemination of information on college opportunities, especially to minority groups; and two studies on limited English language students. The efforts at developing consensus on critical issues has produced several points of agreement which are listed. The bulk of the report is made up of reports from ICC committees: the Outreach and Student Preparation Cluster Coordinating Committee, the Improvement of Teaching Cluster Coordinating Committee, the Transfer and Articulation Cluster Coordination Committee, the Curriculum and Assessment Cluster Coordinating Committee, the Intersegmental Committee of the Academic Senates, and the Intersegmental Budget Task Force. The report also includes lists of the membership of the ICC and Cluster Coordinating Committees. (JB)

ED 334 914 HE 024 750

Hudson, J. Blaine
A Study of the Academic Performance and Progress of Students Placed in Remedial Mathematics: 1985-1986.
PUB DATE- 11 Aug 87
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

salaries and benefits were comparable to those at public institutions with hospitals. An appendix includes a comparative fiscal analysis. (DB)

ED 334 933 HE 024 769

Acostaromero, Salvador
Structure and Governance of Universities in France, the United States of America, and Mexico.
PUB DATE- 9 Jul 91
NOTE- 176p.; Master s Thesis, University of Washington.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Change Agents; *College Administration; *Comparative Education; Educational Change; Educational History; Enrollment Trends; Foreign Countries; *Governance; Government School Relationship; Higher Education; Political Issues; Political Parties; Student Role; *Universities
IDENTIFIERS- *France; *Mexico; United States

This thesis reviews the main elements of university governance in France, the United States, and Mexico. A brief historical overview of higher education in the three countries precedes an individual analysis. The analysis of university governance in France focuses on the 1968 reform of higher education prompted by student protests and the 1983 reforms launched by the Socialist government. The chapter devoted to the governance of American colleges and universities highlights some changes that have occurred over the last 50 years, such as the role of state government, central administration, faculty unions, and senates. For the Mexican section, the National Autonomous University of Mexico was chosen as the focus of study, with emphasis on the relationship between the university and the federal government. The last chapter identifies four chief elements that appear to be decisive in promoting change in university governance: (1) increases in student enrollments and the consequent expansion of the system of higher education; (2) relationships between civil government and universities; (3) the degree of involvement of political parties in the universities; and (4) the place occupied by the students in the formal organization and government of universities. Includes 80 references. (DB)

ED 334 934 HE 024 770

Lenning, Oscar T.
The Policy Implications of College and Career Assessment Findings.
PUB DATE- 17 May 91
NOTE- 17p.; Paper presented at the Conference on "Assessment of College Teaching and Learning: Implications for Research, Policy and Practice" (Chicago, IL, May 17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Outcomes Assessment; Community Colleges; Educational Benefits; *Educational Policy; Educational Trends; Extracurricular Activities; *Futures (of Society); Higher Education; International Education; Liberal Arts; Minority Groups; *Policy Formation; *School Policy; Trend Analysis; Womens Education

This paper considers social policy and institutional practice policy implications of findings reported by Ernest Pascarella

DESCRIPTORS- Access to Education; Admission (School); *Comparative Education; Developed Nations; *Educational Change; *Educational Development; *Educational Innovation; *Educational Trends; Foreign Countries; *Higher Education; Institutional Characteristics; School Organization; School Restructuring; Trend Analysis

IDENTIFIERS- Australia; France; Japan; Netherlands; Sweden; United Kingdom; United States; West Germany

This book analyses the debate on the structure of higher education in Germany, France, Sweden, the Netherlands, United Kingdom, the United States, Japan, and Australia during the past 3 decades. Structural patterns or models are systematized and the way in which different countries have solved their problems in organizing higher education are compared. Following an introductory first chapter, policies and discussions regarding access and admissions are discussed in Chapter Two. Chapter Three provides a description of major efforts in the late 1960s and 1970s to integrate a varied student population in a common institutional setting. In Chapter Four the results of structural changes in higher education and recent debates in some countries are described with reference to a "diversified" model which was not adopted to any great extent but did have an impact on reform debates and efforts in many countries. Chapter Five focuses on debates regarding the structure of higher education in the 1980s. The final chapter presents conclusions drawn from the preceding information which suggest that efforts to re-structure higher education in modern industrialized countries have been important but are no longer based on grand visions of one optimal model. Included are over 300 references. (JB)

ED 334 954 HE 024 809

van Vught, Frans A., Ed.

Governmental Strategies and Innovation in Higher Education. Higher Education Policies Series, 7.

PUB DATE- 89

NOTE- 233p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)

DESCRIPTORS- *Curriculum Development; *Developed Nations; Educational Change; Educational Innovation; Foreign Countries; *Government Role; *Government School Relationship; *Higher Education

IDENTIFIERS- France; Netherlands; West Germany

This book examines the influences of governmental regulation on the behavior of higher education institutions in several nations with respect to designing and implementing innovations in curricula. Part I contains theoretical and empirical analyses in four chapters while Part II presents case studies of three nations, the Netherlands, West Germany and France. Chapter One of Part I describes two basic general governmental strategies (rational planning and control versus self regulation) and an inventory of the various instruments a government may use to influence society. Chapter Two addresses the subject of innovations in higher education through an analysis of the literature on the subject. In Chapter Three recent developments in government regulation of higher education in Western industrialized countries, in particular governmental approaches to the process of curriculum development in higher education, are discussed. Chapter Four contains the conclusions which are drawn from the three case-electronic mail component of the system was used for a three-stage formative evaluation with two Critic SIGs for user feedback, one for making suggestions for the message system and the other for making changes to the Navigator and Resource Catalogs. These messages proved useful in making upgrades to the system software, including the addition of a feature that allows users to enter local materials in the resource catalogs. Electronic networks may serve as useful tools both for gathering evaluations and for conducting rapid modifications to information management systems; however, the development strategies must also consider the social and psychological impact of adjusting the Information Age. The publication of community-based resources that are relevant to user needs and allow educator participation may facilitate acceptance of technological innovations. Examples of three UNITE screens are appended. (48 references) (BBM)

ED 334 974 IR 015 137

Berry, Louis H.
The Interaction of Color Realism and Pictorial Recall Memory.
PUB DATE- 91
NOTE- 9p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. For a related paper, see IR 015 138.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Comparative Analysis; *Cues; Graduate Students; Higher Education; *Intermode Differences; Learning Theories; Photographs; Pictorial Stimuli; *Recall (Psychology); Slides; *Visual Stimuli
IDENTIFIERS- Line Drawings; *Visual Complexity

This study investigated the interaction of variations in color realism on pictorial recall memory in order to better understand the effects of variations in color realism, and to draw comparisons between visual recall memory and visual recognition memory in terms of color information processing. Stimulus materials used were three sets of slides, each containing identical images produced in four different visual formats: (1) realistic color photographs; (2) nonrealistic color photographs (created by photographically reversing the color of the original slides); (3) black and white photographs; and (4) line drawings. Subjects were 40 volunteers enrolled in graduate courses in education who were randomly assigned to one of the four treatment groups. A free recall procedure was used. Analyses of the data for the line drawing, black and white, and realistic color treatments suggest that color is superior to black and white visuals, which, in turn, are superior to line drawings. Nonrealistic color, however, was significantly lower than any of the other treatments, indicating that they were substantially more difficult to recall. Examination of the data for the first three treatments demonstrates that, as the variable of visual complexity increases, so does the degree of recall. However, although the nonrealistic color treatment was systematically as visually complex as the realistic color, the additional cues it provided interfered with the recall task by providing irrelevant information. While the results of this study lend credence to the "realism theory" orientation, they do not support the generalized theory of cue summation, which predicts that learning will be increased as the total number of cues increases. (26 references) (BBM)

PUB DATE- 91
NOTE- 23p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Feedback; Higher Education; *Intermode Differences; Preservice Teacher Education; Undergraduate Students

The effects of three types of feedback in a computer-assisted instructional lesson--knowledge of the correctness of response (KOR), knowledge of the correct answer (KCR), and explanatory feedback in combination with or without a second try on error correction--were investigated, using a 2 by 3 factorial design. The results indicated that explanatory feedback was significantly superior to KOR feedback in improving immediate posttest achievement, and also significantly better than KCR feedback in reducing the probability of repeating a practice error on the delayed posttest. The "second try" factor had no significant impact on performance. One of the possible reasons for the insignificant results might be that learners did not maintain a high level of learning motivation due to the difficulty of the instruction. Future research is needed to determine what would be the sufficient amount of feedback information and appropriate difficulty level of the instruction that would maximize learning. (5 tables, 24 references) (Author/BBM)

ED 334 993 IR 015 160

Lee, Miheon Jo
Metacognitive and Cognitive Effects of Different Loci of Instructional Control.
PUB DATE- 91
NOTE- 28p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Development; *Computer Assisted Instruction; Grade 3; Hypothesis Testing; Instructional Design; *Learner Controlled Instruction; *Learning Strategies; *Locus of Control; *Metacognition; Microcomputers; Pretests Posttests; Primary Education; Programing Languages; Regression (Statistics); Statistical Significance
IDENTIFIERS- *LOGO Programing Language

This study investigated different loci of instructional control and prior background knowledge in terms of two aspects of metacognitive effects (utilization and correctness of metacognitive monitoring) and two aspects of cognitive effects (knowledge acquisition and application). The study also investigated the effectiveness of learner strategies used under learner control. Two parallel versions of computer assisted instruction (CAI) lessons on the computer programming language Logo were developed for the program control and learner control groups. The two versions were the same in the tutorial sessions, but differed in the presentation of the question for self-estimates of understanding and in the choices available in

Ross, Steven M.; And Others
The Development of Writing Skills in a Computer-Intensive Environment.
PUB DATE- 91
NOTE- 18p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Grade 6; Intermediate Grades; Microcomputers; Minority Groups; Program Evaluation; *Word Processing; *Writing Skills
IDENTIFIERS- Apple Classrooms of Tomorrow

Uses of the computer to support the development of writing skills was examined in a computer-intensive educational context, the Apple Classroom of Tomorrow (ACOT). Subjects were 55 sixth-grade minority students, 25 of whom were ACOT participants and the remainder members of a matched control group attending the same school. Computer-based writing experiences consisted of using word-processing as a primary classroom writing mode and electronic mail as a supplementary activity. Results from a year-long study indicated high enthusiasm and preference by ACOT students for word-processing applications, which they used naturally and routinely for virtually all writing tasks. The electronic mail component was regarded as less effective due to hardware problems and the lack of an organized activity plan. Evidence for the achievement benefits of the computer-based writing program was provided by the superiority of the ACOT group over the control group on writing samples collected during the school year. (2 tables, 32 references) (Author/BBM)

ED 335 011 IR 015 178

Russell, Floyd K., Jr.
Receive-Site Facilitator Practices and Student Performance in Satellite-delivered Instruction.
PUB DATE- 91
NOTE- 20p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Communications Satellites; *Distance Education; *Evaluation Methods; Factor Analysis; French; Higher Education; Instructional Effectiveness; Models; Predictor Variables; Program Evaluation; Secondary Education; Second Language Learning
IDENTIFIERS- *Receive Site Facilitators

This study examined the relationship of satellite distance education receive-site facilitator knowledge and practices to student achievement in a satellite distance education course. The specific areas of interest were: (1) facilitator knowledge about the satellite telecommunications delivery system; and (2) facilitator practices for enhancing student interaction with the distance teacher and the course content. Students semester grades were used as the measure of student achievement for comparison with facilitator knowledge and practices. An unbalanced 2 x 2 factorial design was used to analyze the data. Both independent facilitator variables were assigned to high and low groups around a median. The dependent variable was the teacher-librarians to fill in the tasks they performed each day over a 2-week period, and interviews were held with selected teacher-librarians and principals to gauge their attitudes about the role of teacher-librarians within education and to identify some of the difficulties they face in implementing the role as recommended in the literature. It was concluded that teacher-librarians are generally underutilized and undervalued as a resource for excellence, but that recent significant changes in the New South Wales Education System may affect the role of teacher-librarians in that state. A summary of the research findings and an outline of future needs for primary school libraries and teacher-librarians based on these findings conclude the report. A sample diary page is included. (39 references) (SD)

ED 335 029 IR 053 505

Lim, Coralie Ann
The Impossible Dream: The Library Media Technology Program at Northland Pioneer College.
PUB DATE- 28 Nov 90
NOTE- 10p.; For additional reports on this program, see ED 305 080 and ED 305 931.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; *Associate Degrees; *Community Colleges; Distance Education; *Library Education; *Library Technicians; Nontraditional Students; *Paraprofessional Personnel; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

Several practical courses were designed in 1975 to train paraprofessional librarians to fill the need for trained staff in the library of the newly established Northland Pioneer College (NPC), a state-supported community college located in Navajo County, Arizona. Although the instructor originally traveled to each NPC center to conduct classes on a rotating basis, this approach had two major drawbacks: (1) the instructor had to travel long distances to meet with very few students; and (2) the students who were working in isolation remained isolated. These problems have been addressed by scheduling classes in a central location, and the program continues to be successful. The Library Media Technology curriculum allows students to earn a Certificate of Applied Science in Library Media Technology as well as a 2-year Associate of Applied Science degree in Library Media Technology. NPC also allows flexible course scheduling; for example, two or more related courses can be taken simultaneously for individual credit, and it is also possible for a student to take a class through an Independent Learning Contract. Although the NPC is linked through audio and video to each of its centers, many students--many of whom are Native Americans--still live hours away from the nearest center. Contacts are currently being made with other community colleges to see if they would host workshops/courses. The Advisory Committee is recommending the establishment of a Weekend Credential Program in which videotape presentations by experts in the field would be used to complement the on-site instructors. (MAB)

ED 335 030 IR 053 539

Bennett, Jack A.

ED 335 048 IR 053 678

Ediger, Marlow
The School Library and the Curriculum.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; *Curriculum Development; Elementary Secondary Education; Learning Resources Centers; *Librarians; *Library Role; *Professional Development; *School Libraries; Workshops
IDENTIFIERS- *Librarian Teacher Cooperation

School librarians have a vital role in improving the curriculum and assisting students to be happy, contented, and achieving individuals. Continuous progress of each librarian is a must through inservice education. Means of assisting librarians to attain well include: (1) a professional library with time set aside for reading and discussing ideas with other professionals in the school setting; (2) attendance at professional conferences to upgrade services provided by librarians locally; (3) a school librarians newsletter to share trends and objectives with co-workers; (4) workshops to coordinate efforts of librarians and teachers; and (5) faculty meetings devoted to problem solving in the school curriculum. Librarians, teachers, and supervisors need to set goals cooperatively for each new school year. Methods of attaining each goal must be planned. Evaluation to determine if each established goal has been attained should involve those who are participants in determining a curriculum of excellence for students. (4 references) (BBM)

ED 335 049 IR 053 679

Hattendorf, Lynn C.
The Art of Reference Collection Development.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Conference of the Wisconsin Library Association (99th, Appleton, WI, November 15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Guidelines; Higher Education; *Library Collection Development; *Library Material Selection; *Reference Materials; *Reference Services
IDENTIFIERS- Selection Tools

This paper argues that the first order of the day in reference collection development is to cope with the problems that developing user-responsive, client-centered reference collections always incur. It is suggested that the responsiveness of reference collections can be measured largely by the currency of the materials in the collection and by the retrospective comprehensiveness of the collection as a whole, and that it becomes possible to deal with the problems only if there is an organized framework for the selection of materials. It is also suggested that one person should serve as the coordinator of reference collection development and have the major responsibility for guiding the development of the collection. Various tools used in identifying appropriate

NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Aviation Education; College Planning; Community Colleges; *Cooperative Programs; Energy Education; *Government School Relationship; Health Education; *Job Training; Labor Force Development; Manufacturing; Program Implementation; *School Business Relationship; Technological Advancement; Transportation; Two Year Colleges; Vocational Education
IDENTIFIERS- California; *Partnership 2000

The goals and activities of Partnership 2000, a federally funded project administered by Los Angeles Mission College for the California community colleges, are described in this report. Introductory material indicates that Partnership 2000 was undertaken to link business, industry, government, labor, and the state s community colleges in cooperative economic development efforts pertaining to issues development, resource development, faculty growth, student internships, and articulation agreements. Following an outline of project objectives and anticipated outcomes, specific activities are reviewed, including: (1) an aviation articulation conference held at San Jose State University; (2) a health care issues forum held at San Diego City College; (3) a manufacturing technology issues forum held at Los Angeles Trade-Technical College; (4) a high technology demonstration project implemented at Los Angeles City College; and (5) the Responsive Energy Technology Symposium and International Exhibition convened in San Diego. Each review contains a summary of activities and pertinent issues, and a series of recommendations. Following a brief summary of future industries which Partnership 2000 plans to target, the dissemination of project materials and internal evaluation procedures are discussed. Appendixes provide the Partnership 2000 vision statement and a list of core advisory committee members. (JMC)

ED 335 068   JC 910 334

South Carolina State Board for Technical and Comprehensive Education Annual Report, 1989-1990.
PUB DATE- Aug 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Curriculum Development; *Economic Development; Enrollment; *Institutional Characteristics; Program Descriptions; Tables (Data); *Technical Institutes; Technological Advancement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *South Carolina

This annual report provides a narrative description of the activities and accomplishments of South Carolina s technical college system during 1989-90. Following introductory comments, a list of the members of the State Board for Technical and Comprehensive Education, and a chart showing the Board s executive staff organizational structure, the report traces the history of technical education in South Carolina, focusing on legislation, funding, and the technical system s development. A list of Board publications is followed by a brief description of Board responsibilities for administration, instructional revisions to course standards regulations for nondegree credit, noncredit, and grade point averaging. An analysis of the revisions is included, indicating that: (1) nondegree credit courses, particularly precollegiate basic skills courses, are designed to enable students initially lacking essential academic skills to succeed in degree-applicable courses and to achieve degrees, certificates, or other career development goals; (2) because these courses are essential to the fulfillment of the community college mission and because they are geared to the rapid acquisition of college-level skills, they are funded at the same level as degree-credit courses; (3) enrollment in precollegiate basic skills courses is limited to a maximum of 30 semester/45 quarter units on the basis of experience suggesting that a curriculum well designed to take advantage of college students maturity and motivation can prepare most students adequately in a limited amount of time; (4) the well-designed basic skills curriculum is intensive, discipline based, and process oriented; and (5) adherence to standards provides students with a challenge which, when met, increases self-confidence and self-esteem, assures students progress that is rapid enough so that they do not lose sight of their goals and supports a balanced curriculum. To ensure the integrity of transfer agreements and other agreements based on grade point averages (GPA s), it is recommended that nondegree credit courses not be included in calculations of GPA; and finally, the point is stressed that rigorous standards attest to the quality of the nondegree credit curriculum. In addition to presenting the proposed revisions to Title 5 regulations, this report includes the Chancellor s Office 1987 "Proposals for Strengthening Academic Standards" and a chart comparing Title 5 regulations concerning standards for degree credit, nondegree credit, noncredit, and community service courses. (JMC)

ED 335 085 JC 910 375

Sheehan, Maria
Affirmative Action Programs in the California Community Colleges, 1990-91: An Annual Report to the Board of Governors and the Legislature.
PUB DATE- Sep 91
NOTE- 12p.; Discussed as agenda item 12 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 12-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Annual Reports; Community Colleges; Comparative Analysis; Educational Legislation; Employed Women; *Ethnic Groups; *Long Range Planning; *Minority Groups; State Surveys; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Through Assembly Bill (AB) 1725, the California State Legislature provided two goals for staff diversity in the state s community colleges. The near-term goal was to achieve a 30% systemwide hiring rate of ethnic minorities during the 1992-93 fiscal year, and the long-term goal was to have a workforce in the community colleges that mirrored the demographic characteristics of the state s population by the year 2005. Figures on systemwide hires during the period between fall 1988 and fall 1990 indicate that: (1) of the 365 1988-89 and 326 1989-90 executive/administrative/managerial hires, 108 (29.6%) and 90 (27.6%) respectively were minorities; (2) of the 1,262

PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Allied Health Occupations; *Allied Health Occupations Education; Community Colleges; Employment Programs; Health Care Costs; Job Skills; *Job Training; *Labor Force Development; Two Year Colleges; Two Year College Students; Vocational Education; *Welfare Recipients
IDENTIFIERS- *Miami Dade Community College FL

A serious shortage of qualified health care professionals is forcing hospitals and health care agencies to undertake costly recruitment and hiring of foreign nurses and other health care professionals to meet staffing needs. Hospitals in Dade County spend from 2,900 to 20,000 per recruit, not including salary. The Health Careers Project for People in Public Housing (HCP) seeks to bridge the educational and training needs of individuals on public assistance with waiting job opportunities in the health care setting. The HCP operates as a partnership between the Medical Center Campus, the Private Industry Council/South Florida Employment Training Consortium, and the Metro-Dade Housing and Urban Development (HUD). Education and training are provided in four program areas: Phlebotomy, Respiratory Therapy Assistant, Medical Record Transcription, and Medical Assistant. The program provides funds for tuition, books, fees, and uniforms, as well as support for child care, transportation, and meal allowances. In addition to academic courses, the program offers follow-up counseling on financial management and provides information on low-mortgage home ownership plans. Following a period of recruitment and orientation, instruction began in October 1990 with a total of 41 students. The 10 students in the 180-hour Phlebotomy program were female, single heads of household who were not employed prior to the program. All 10 students graduated on schedule 2 months later, and 100% were subsequently employed with starting salaries of at least 16,640. A profile of three program graduates, and an enrollment information flyer are included. (PAA)

ED 335 103 JC 910 402

An Amazing Medical Discovery! A Comprehensive Neighborhood Quality of Life Enrichment Program. An Intensive Prevention Program To Address the Social Causes of Individual and Community Pathology in an Inner-City Neighborhood. Revised.
PUB DATE- 27 Aug 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Community Development; Ecology; Economic Climate; *Health Education; Holistic Approach; *Neighborhood Improvement; Poverty Areas; *Program Development; *Quality of Life; *School Community Relationship; Social Biology; Social Problems; Two Year Colleges

In 1991, Miami-Dade Community College (MDCC) developed a proposal for the Comprehensive Neighborhood Quality of Life Enrichment Program, a program to be based on the principles of holism, prevention, and community synergy, focusing on the treatment of individuals with many, complex, and "all-at-once" needs. The program will operate in a poor neighborhood near the college, addressing causes of pathology that arise from poverty, families than in previous years. To provide the services needed, coordinated planning among public and private programs is essential. Characteristics of high quality programs include strong family involvement, well-trained staff, small class size, developmentally appropriate curriculum, and sensitivity to individual differences and needs. Questions for community-wide early childhood needs assessment and a 1986 early childhood status report on the state s school districts are appended. References number 130. (RH)

ED 335 122 PS 019 677

Future Trends in Early Childhood Programs. Publication 15127.
PUB DATE- Dec 87
NOTE- 57p.; For the first and third reports, see PS 019 676 and PS 019 678.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Early Childhood Education; Educational Finance; Educational Quality; *Educational Trends; *Futures (of Society); Kindergarten; Preschool Education; *School Age Day Care; Space Utilization; State Surveys; Student Transportation; Teacher Salaries; Transitional Programs; Vocational Schools
IDENTIFIERS- *Massachusetts

The Massachusetts Public School Improvement Act of 1985 charges the Board of Education s Early Childhood Advisory Council with conducting a comprehensive study of future trends in early childhood programs and reporting the findings to the Board of Education annually. This second report provides information in the following areas: (1) national early childhood initiatives; (2) progress on last year s recommendations concerning future trends; (3) results of a survey of early childhood programs offered through Massachusetts public schools; and (4) current directions in affordability, salaries, and quality of early childhood programs. In response to the findings, the advisory council made recommendations in four areas: administration and policy; funding; technical assistance; and staff development. Appendices include the survey, a chart of the distribution of survey responses, data from the Chapter 188 Early Childhood Program, and a table of kindergarten entry ages in Massachusetts public schools. Contains 33 references. (RH)

ED 335 123 PS 019 678

Future Trends in Early Childhood Programs. Volume III. The Emerging Role of the Public Schools in Child Care: Case Studies.
PUB DATE- Dec 89
NOTE- 66p.; For other reports, see PS 019 676 and PS 019 677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Day Care; *Early Childhood Education; *Educational Practices; *Educational Trends; Profiles; *Public Schools; *School Role
IDENTIFIERS- *Massachusetts

This report provides an overview of the involvement of public schools in Massachusetts in child care, focusing on 12 child care programs strongly affiliated with public schools. The programs investigated responded to local needs in a variety of ways. Programs included a teen parenting program; a bilingual education program; child care for local town employees; before-

PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Disabilities; *Friendship; Longitudinal Studies; *Mainstreaming; *Peer Relationship; Popularity; *Preschool Children; Preschool Education; Sex Differences

This study observed changes in patterns of friendship preference of three- and four-year-old children in mainstreamed preschool classes over the course of a school year. Sociometric assessments were obtained from the nonhandicapped children three times during the school year. At the beginning of the school year, three-year-old children did not use gender or disability in identifying the peers they liked to play with. The only statistically significant changes which occurred in the three-year-olds sociometric ratings was a general decline in rating scores for all groups of children over the course of the school year. Four-year-old children preferred their same-sex and nonhandicapped peers as playmates in a relatively stable pattern throughout the school year. Children with disabilities and opposite-sex children received lower sociometric ratings in the four-year-old class in each assessment. A list of nine reference items is provided. (BC)

ED 335 144 PS 019 766

Gottfried, Adele E.; Gottfried, Allen W.
Parents Reward Strategies and Children s Academic Intrinsic Motivation and School Performance.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Criticism; Elementary Education; *Elementary School Students; Incentives; Motivation Techniques; *Parent Attitudes; *Parent Student Relationship; *Rewards; Student Behavior; *Student Motivation
IDENTIFIERS- *Praise

This study investigated the relationship between parents reward strategies for children s school performance and children s intrinsic academic motivation, achievement, and classroom functioning. Nine-year-olds (N=107) were given tests that measured motivation and achievement (the Children s Academic Intrinsic Motivation Inventory and the Woodcock-Johnson Tests of Achievement). Mothers completed a survey concerning reward strategies they used when their children did well or poorly in school tasks. Teachers completed the teacher s version of the Achenbach Child Behavior Checklist. Reward strategies emphasizing children s competence were positively related to motivation. Children who received more praise showed higher achievement. Reward strategies emphasizing extrinsic rewards or devaluation of competence were negatively related to motivation and achievement. These strategies were also associated with more school behavior problems and less effective learning. A list of seven references is included. (BC) that are appropriate for such children. Contents include suggestions on projects that 4-H members may undertake, information on individual development, an observation form, guidelines on caring for a child in middle childhood, a discussion of ways young children learn in play, and guidelines for evaluating toys. Sources of additional help with projects are listed. A "leader s guide" for both the middle childhood and preschooler units is appended. (RH)

ED 335 166 RC 016 844

Baeza, Jo
Water Rights: Veeder Says Students Must Fight For Future.
PUB DATE- 29 Jul 88
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- American Indian History; *American Indian Reservations; American Indian Studies; *Federal Indian Relationship; Postsecondary Education; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- Arizona (Whiteriver); Department of the Interior; *Water Rights; *White Mountain Apache (Tribe)

This newspaper article describes an educational event held by Apache leaders in Arizona to help college students learn more about tribal water issues. The students were addressed by William Veeder, a veteran attorney defending Apache rights to the headwaters of the Salt River in state and federal courts. The article describes the lawyer s address, which dealt with the value of the White Mountain Apache reservation and federal opposition to the tribe s control over the land and water. Veeder discussed the history of the reservation and the 1903 approval for the Salt River Reclamation Project by the U.S. Department of the Interior. The development project was undertaken with the idea that the Apache did not have rights to the reservation water, according to Veeder, who dubbed the project "a well-laid plan to put you out of existence." The federal Bureau of Reclamation built dams to control water flow on the reservation. Federal courts have ruled that the decision on water rights belongs in state court but Veeder points out that U.S. attorneys who represent the Department of the Interior would also have the responsibility of defending Apache claims on the state level, an apparent conflict of interest. Veeder is quoted as speaking out generally against the federal government s power over Indian affairs. The article also describes the circumstances surrounding Veeder s personal decision to defend Indian rights. The 80-year-old attorney had worked for the U.S. Justice Department for 20 years before deciding to "pull out." (TES)

ED 335 167 RC 017 174

Emergency Medical Treatment for the "Wilderness" Context.
PUB DATE- Oct 88
NOTE- 6p.; Paper presented at the Annual Conference of the Association for Experiential Education (16th, Carbondale, IL, October 13-16, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

literacy as distinct from urban literacy in that the former had greater difficulties in keeping the illiterate confidential and in overcoming geographic distance. Respondents identified such a diversity of strengths that no single point is echoed by more than two other respondents. Points mentioned were good volunteers, individualized instruction, good support and networking, and a cooperative media. Common weaknesses included lack of confidentiality, geographic distance, lack of resources, and lack of mass media to promote programs. Concerning additional help, respondents mentioned an honoraria for tutors and other funding concerns. The most frequently identified research need was for statistics to document the needs for literacy programs. Similar responses were given to rural distinction questions and to rural weakness questions and collaboration between researchers and rural literacy workers was proposed. (KS)

ED 335 185 RC 018 267

Roweton, William E.; Bare, Charles
Predicting Rural College Retention.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; College Freshmen; *Colleges; *Discriminant Analysis; Grade Point Average; Higher Education; *Predictor Variables; *Rural Schools; *School Holding Power; Sex Differences; *Student Attrition; Student Characteristics
IDENTIFIERS- Chadron State College NE

This paper identified significant precollege predictors of retention in two freshman classes of a rural college. The subjects of the study were the 1987 and 1988 freshman classes (with 256 and 302 students, respectively) of Chadron State College (Nebraska), a rural college of over 3,000 students. Thirty-three student background variables were obtained from the ACT profile sheet; two variables, college GPA and retention, came from paper-and-pencil and electronic institutional records. Retention (enrolled or not enrolled after 1 year for the 1988 freshman class and after 2 years for the 1987 class) was the dependent variable. Discriminant analysis was performed on each class, on gender subgroups, and on three ACT ability levels. Results show that attrition remained predominantly a first-year problem. Females were more likely than males to stay in school after 1 or 2 years. Rates of attrition ballooned dramatically as ability levels declined. Across 12 discriminant analyses, the most often identified variables were high school GPA and an ACT subscore in natural science. Also common were age and hometown population, plus several measures of career choice such as business and social sciences. Significant predictors of retention represented many types of precollege measures, and the results varied as the dataset was redefined. One-year predictions were higher than 2-year predictions, and the correlates in this study were less successful in predicting female than male retention. (KS)

ED 335 186 RC 018 268

Stallmann, Judith I.; And Others
The Labor Market and Human Capital Investment.
PUB DATE- Jul 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Rural

This directory contains a comprehensive listing of the employment, training, and support services provided by organizations receiving funds under the Job Training Partnership Act (JTPA), Title IV 402. It is intended to help migrant and farm-workers relocate their jobs and access educational or social services. The directory lists, by state, the services provided by members of the Association of Farmworker Opportunity Programs in the following categories: (1) job training; (2) employment and other placement services; (3) education; (4) training-related assistance; (5) support services; (6) special youth services; (7) child-care programs; (8) housing assistance; (9) immigration assistance; (10) economic development programs; and (11) agricultural stabilization services. State maps are provided with each state entry, highlighting the location of field offices. The introductory material is given in both English and Spanish. (KS)

ED 335 204 RC 018 305

The Book of Dene.
PUB DATE- 76
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Culture; American Indian Literature; Beliefs; *Canada Natives; Cultural Education; *Legends; *Mythology
IDENTIFIERS- *Dene (Nation)

This book contains the traditional tales and beliefs of the Chippewa, Dogrib, Slavey, and Loucheux peoples. These histories and traditions were spoken to a priest named Emile Petitot (1838-1916) who wrote the words down in the Dene language. This edition was translated from the French and compared with versions in the original tongues by the Northwest Territories Department of Education. Contents include origin myths about creation, the first man and woman, the naming of animals, a great flood and the repopulation of the earth afterward, the multiplication of language, tribal origins, the discovery of copper, the first canoe and sailor, and the first war. Other tales concern wars with the Eskimos and other enemies, the coming of the French, and appropriate social or ritual behaviors. (SV)

ED 335 205 RC 018 333

Verstegen, Deborah
Funding Rural, Small Schools: Strategies at the Statehouse. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Financial Support; *Rural Education; Rural Schools; School Districts; School Funds; School Size; *Small Schools; *State Aid
IDENTIFIERS- ERIC Digests; *Isolation (Geographic); *Small School Districts

The cost of providing an educational program is higher for rural, accurate shared meaning, as well as the effects of those differences upon achievement levels. Transcripts of multiple interviews with 12 purposively chosen student volunteers were analyzed for discrepant, imitative, or interpretive analyses of the course material, and comparisons were made between students test results and the various types of students explanations. When students test scores and final interview ratings were examined, no significant patterns were noted beyond the fact that high achieving students differed little from the other students in terms of frequency of interpretative answers to interview questions. (JJK)

ED 335 224 SE 052 193

Jackson, David F.
Exploratory Problem Solving with a Graphing Application: Semi-automated Analysis of Student Performance Data.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; *Computer Assisted Instruction; Computer Graphics; Data Analysis; Data Interpretation; High Schools; Interviews; *Learning Strategies; Mathematics Education; *Mathematics Instruction; Multivariate Analysis; Participant Observation; *Problem Solving; Qualitative Research; *Secondary School Mathematics; *Student Evaluation
IDENTIFIERS- Sequential Analysis

The ability of the microcomputer to compile voluminous and detailed measures of students learning activities automatically has seemingly outpaced the ability of commonly-used data analysis methods to make effective utilization of this wealth of potentially useful information. This study explores the use of computer-based quantitative methods, including sequence comparison and cluster analysis, to explore the learning behavior of high school students using computer software during assigned classroom problem-solving exercises that involve data analyses through graphing. Behavioral sequence data, that is, steps used in the individual student s solution process, were recorded automatically for a very large sample of high school students, along with extensive anecdotal observations and unstructured interviews during the course of normal classroom activities. The most noteworthy result was an indication of the overall persistence and resourcefulness of the students, in that the percentage using unorthodox, yet effective, approaches to solving the graphing problems was unexpectedly high. (32 references) (JJK)

ED 335 225 SE 052 195

Knapp, Michael S.; And Others
The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform. Summary Report. National Study of the Education for Economic Security Act (EESA) Title II Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 91
NOTE- 51p.; For a related document, see SE 052 196.
LANGUAGE- English

(150)
DESCRIPTORS- Comparative Education; *Educational Anthropology; Ethnography; Foreign Countries; Foreign Culture; Group Behavior; Parents; *Politics of Education; *School Closing; School Community Relationship; Secondary Education; *Social Change; Social Science Research; *Social Theories
IDENTIFIERS- *England (Liverpool); *Social Movements

This paper offers a critical look at the theory of "new" social movements through an examination of a Liverpool (England) protest movement that occurred between 1980 and 1983. A history of the protest movement, which concerned the closing of a secondary school in a working-class community, is given. A review of the literature on new social movements is undertaken, with a focus on the contending theories that seek to describe these movements. New social movements are defined as social movements emerging since the 1960s that fundamentally differ from previous social movements. Finally, in the context of the literature review, the events of the Liverpool protest movement are re-examined and many of the assumptions of new social movement theorists are questioned. A 59-item bibliography is included. (DB)

ED 335 243 SO 021 057

Marshall, F. Ray; Bouvier, Leon F.
Population Change and the Future of Texas.
PUB DATE- 86
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Futures (of Society); *Human Geography; Population Growth; *Population Trends; Social Science Research; *State Norms; Statistical Data; Tables (Data)
IDENTIFIERS- *Texas

The future is filled with demographic change for the State of Texas. As the population becomes more ethnically diverse, the Texas demographic, economic, and sociocultural profiles also will change. This volume presents a wide range of demographic information on the State of Texas. The 10 chapters look at: (1) the population of Texas: past, present, future; (2) Texas-1980; (3) the ethnic composition of Texas: 1985-2035; (4) changing age composition in Texas; (5) regional distribution of the population; (6) education and the future of Texas; (7) labor force and the economy; (8) other impacts of demographic change; (9) Mexican population--implications for Texas: and (10) Texas in the 21st century. Numerous tables and figures conveying data appear throughout this book. (DB)

ED 335 244 SO 021 060

Cancellier, Patricia H.; Crews, Kimberly A.
Women in the World: The Women s Decade and Beyond. A Population Learning Series.
PUB DATE- Apr 86
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developed Nations; Developing Nations; Elementary Secondary Education; *Females; Foreign Countries; Global Approach; *Human Geography; International Studies; *Population Trends; Sex Differences; Sex Discrimination; *Sex Role; *Womens

NGO educational activity could promote the less overt and less popular aspects of government policy. A list of 11 references is included. (DB)

ED 335 266 SO 021 392

Hamblen, Karen A.
Local Knowledge of Art as a School Art Alternative.
PUB DATE- 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Appreciation; *Art Education; *Arts Centers; *Childrens Art; Curriculum Development; Elementary Secondary Education; Learning Strategies; Museums; Outcomes of Education; *Visual Arts

The disparities between what is learned about art in formalized school instruction and what constitutes an informal, local knowledge of art are suggested by the general population s apathy toward art education and contemporary fine art and by studies indicating that children engage in art production and appreciation very different from their formal school experiences in art. The purpose of this study was to explore differences between school and local art knowledge and to develop the theoretical rationale for art instruction that encompasses local art knowledge and experiences. A 39-item reference list concludes the document. (Author/DB)

ED 335 267 SO 021 395

Onushkin, V. G.
The New Approaches to the Planning and Management of Education at the Threshold of the XXI Century.
PUB DATE- 90
NOTE- 19p.; A paper presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Educational Administration; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; Illiteracy; International Education; Role of Education
IDENTIFIERS- UNESCO

The crisis in education that faces the nations of the world at the end of the 20th century requires not only a new approach to the development of education as a social institution, but also the restructuring of the traditional systems of planning and management of education. The democratization of educational planning is called for, in which a flexible and open system would involve all persons and groups of people with a stake in the system, not just educational administrators and bureaucrats. A new system of educational planning and management must put individuals at its center, not some social or economic problem to be solved at the moment. Education also

EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Foreign Culture; *Grade 6; Humanities; Intermediate Grades; *Social Studies; State Standards; Student Educational Objectives; World Affairs; World Geography; World History
IDENTIFIERS- *Florida

This curriculum guide for sixth-grade social studies in Seminole County Florida school district features the curriculums of various world culture courses as well as minimum student performance standards and objectives. The contents are as follows: Florida Department of Education world cultures curriculum frameworks (basic, average, advanced); free enterprise and consumer education minimum objectives (assessed at grade 8); minimum student performance standards for Florida schools; student performance standards of excellence for Florida schools in social studies (assessed at grade 8); Comprehensive Tests of Basic Skills (social studies objectives); Introduction to World Cultures (curriculum); World Cultures (curriculum); and Advanced World Cultures (curriculum). (DB)

ED 335 291 SO 030 424

Seventh Grade Social Studies Curriculum.
PUB DATE- 86
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Geography; Geography Instruction; *Grade 7; Junior High Schools; *Social Studies; State Standards; Student Educational Objectives
IDENTIFIERS- Florida; Seminole County School District FL

This Seminole County (Florida) seventh grade social studies curriculum guide features curriculum frameworks for basic, average, and advanced social studies courses as well as minimum student performance standards and objectives. The contents include Florida Department of Education curriculum frameworks for geography; free enterprise and consumer education minimum objectives (assessed at grade 8); student performance standards of excellence for Florida schools in social studies (assessed at grade 8); comprehensive test of basic skills (social studies objectives); basic geography (curriculum); geography (curriculum); and advanced geography (curriculum). (DB)

ED 335 292 SO 030 425

United States History Curriculum. Eighth Grade Social Studies Curriculum.
PUB DATE- 86
NOTE- 187p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grade 8; Secondary Education; *Social Studies; State Standards; Student Educational Objectives; *United States History
IDENTIFIERS- *Florida

This curriculum guide for eighth-grade social studies in the Seminole County Florida school district features the

ED 335 313 SP 033 187

Labaree, David F.
Doing Good, Doing Science: The Holmes Group Reports and the Rhetorics of Educational Reform.
PUB DATE- Mar 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Democratic Values; *Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education; *Persuasive Discourse; Relevance (Education); Rhetorical Criticism; Teacher Education; *Teachers
IDENTIFIERS- *Holmes Group Report; *Professional Development Schools

Contrasting rhetorics of the two Holmes Group reports are examples of the polar types of educational rhetoric that have characterized the literature on educational reform in the United States. In "Tomorrow s Teachers," the argument for educational reform rests on technical grounds; the position is that of the educational expert and the reform effort is portrayed as an exercise in doing science. In "Tomorrow s Schools," the argument is political; the position is that of the ordinary citizen who takes up the reform effort as an exercise in doing good. The appeal to science places control of reform in the hands of academic experts and of the policymakers who are looking for an authoritative and exclusive basis for educational intervention. This approach serves to transform educational policy into a technical exercise in social engineering. The appeal to democratic values demonstrates an unhealthy naivete about the disciplinary power of expertise over the reform process, for underlying the scientistic rhetoric is a structure of technical rationality and expert control which puts severe constraints on the possible forms and effects of educational reform. The democratic rhetoric does not provide more than token constraint on the reform process, but it does provide a mantle of legitimacy under which the power of the expert can operate with relative impunity. (AMH)

ED 335 314 SP 033 189

Pierce, Virginia L.; And Others
Restructuring Teacher Education: The Austin Teacher Program Response.
PUB DATE- Feb 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Environment; *Educational Principles; Elementary Secondary Education; Extended Teacher Education Programs; Higher Education; *Preservice Teacher Education; *Program Design; Teacher Characteristics; *Teacher Education Curriculum
IDENTIFIERS- *Austin College TX

This paper summarizes the current contexts of education and teacher education, describes the Austin Teacher Program s (Austin College, Texas) response to these contexts, and evaluation form is included. Contains 15 references. (MSE)

ED 334 853 FL 019 306

Rahilly, Leonard J.
The Development of Composition Skills via Directed Writing.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; *French; Grading; Higher Education; Instructional Materials; Media Selection; Second Language Instruction; *Translation; Writing (Composition); *Writing Exercises; *Writing Instruction

To alleviate problems associated with free composition as a method of foreign language writing instruction, the directed writing method was adapted for use in a college French composition course. High-quality French texts, often of only a page or two and written by native speakers, are used as a basis for grammatical analysis and discussion and a model for translation. Selection of subject matter is less important than selection of appropriate language level. A Jules Verne passage used for a third-year course illustrates the technique. The text is first translated into English and idioms, misunderstood constructions, and ambiguous vocabulary are discussed. Second, students analyze grammatical and syntactic problems using one or more reference books. Specific questions on two grammatical problems, tenses and reflexive verbs, and more general questions focusing on other areas of possible confusion offer bases for discussion. Third, students are required to find, in the text, French equivalents of words, constructions, and idioms on a list provided. The fourth step involves correction of two English translations written by the teacher, one corrected in class only and the second submitted to the teacher and corrected in class. The approach has been used successfully in second- through fourth-year courses at Michigan State University. (MSE)

ED 334 854 FL 019 307

Westerfield, Kay
Academic Preparation for International Pre-MBA s in Marketing.
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990). The handout referenced to on page 2 is not included with this document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Business Communication; *Case Studies; Classroom Techniques; Course Organization; *Cultural Awareness; English (Second Language); *English for Special Purposes; *Foreign Students; Graduate Study; Higher Education; *Language Skills; *Marketing; Masters Programs; Metaphors; Second Language Instruction; Skill

of the students. The choice of staff is also crucial, and regular feedback from learners is important to keep classes on track and provide teachers with essential information. Recommendations are provided for additional services. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 874 FL 800 400

Isserlis, Janet
Workplace Literacy Programs for Nonnative English Speakers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Design; *English (Second Language); Evaluation Methods; *Literacy Education; *Needs Assessment; *Program Descriptions; Program Design
IDENTIFIERS- ERIC Digests; *Workplace Literacy

Workplace-based educational programs are not new. Recent perceptions of a national literacy crisis and the need for a competitive workforce, however, have resulted in the development of new programs across the country, many of which provide literacy and language training for nonnative English speakers. This digest focuses on the reasons for initiating workplace programs; types and essential features of programs; importance of conducting a needs assessment in order to determine appropriate curricula, materials, and teaching approaches; ways to design programs, construct curricula, and choose materials; and learner assessment. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 875 HE 022 861

Chism, Nancy V.
Large Enrollment Classes: Necessary Evil or Not Necessarily Evil? Notes on Teaching, No. 5. Occasional Paper.
PUB DATE- Jun 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Class Size; Cost Effectiveness; Higher Education; Instructional Student Costs; *Large Group Instruction; State Universities; Teacher Attitudes; *Teacher Student Ratio; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Ohio State University

A literature search and survey of 259 Ohio State University faculty addressed advantages and disadvantages of large enrollment classes as well as factors in deciding appropriate class size. Results of both efforts found that the advantages of large classes included lowering of instructor costs, efficient use of faculty time and faculty talent, availability of professional quality resources, and standardization. The disadvantages of large class size included impersonal relations between teacher and student, limited range of instructional activities, management problems, a problematic reward system, and a perception that those who taught large classes had a lower status within the institution. On the question of how to try to "fit in;" and (5) there is a need to bond together with those of their own kind as security from the pressures imposed by the different cultural structures. Conclusions and recommendations are provided. Contains a 6-item bibliography and 12 notes. (GLR)

ED 334 894 HE 024 722

St. John, Edward P.
The Impact of Student Financial Aid: A Review of Recent Research.
PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (New Orleans, LA, November, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Federal Aid; *Federal Programs; Financial Policy; Higher Education; Literature Reviews; Paying for College; *Program Effectiveness; *Student Financial Aid; *Student Loan Programs; Summative Evaluation

This literature review examines the effectiveness of student financial aid in light of doubts raised about it at the start of the 1980s and subsequent cuts in federal support for student aid as a result of those doubts. The review has three objectives: to determine whether there are reasons to doubt the effectiveness of student aid; to determine whether changes in federal aid policy during the 1980s influenced equal opportunity; and to identify unanswered research questions. The review indicates that student aid is an effective mechanism for promoting equal educational opportunity. However, the erosion in federal grant dollars during the past 15 years may have influenced an erosion in minority access. Based on this review, research questions are identified that merit consideration by institutional and policy researchers. Contains 53 references. (Author/GLR)

ED 334 895 HE 024 723

Idaho Higher Education, 1991 Fact Book.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; *College Faculty; College Students; Community Colleges; Degrees (Academic); *Enrollment; Extracurricular Activities; Higher Education; *Income; *Operating Expenses; Public Sector; School Statistics; State Colleges; State Universities; Student Personnel Services; Teacher Student Ratio; Tuition
IDENTIFIERS- *Idaho

This report provides fiscal year (FY) 1991 operating budget and student information from Idaho s one public four-year college and three universities (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College), as well as selected data on two community colleges (North Idaho College and College of Southern Idaho). The material is organized in four sections: Finances; Students; Faculty/Staff; and Intercollegiate Athletics. The financial portion shows general operating budgets for each school by activity and expenditure classification. Activity areas include

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Mathematics; College Programs; Degree Requirements; Higher Education; *Instructional Effectiveness; Program Effectiveness; Remedial Instruction; *Remedial Mathematics; Sex Differences
IDENTIFIERS- *University of Louisville KY

Seeking to evaluate the effectiveness of the Preparatory Division, which offers remedial courses at the University of Louisville, this study focused on the academic outcomes of remedial instruction in mathematics and on participating students subsequent ability to undertake and succeed in college-level mathematics courses. The study included 810 students enrolled in one of two remedial courses during the Fall of 1985 and the performance of this population through the end of Fall 1986. The findings indicated that: students most deficient in mathematics skills were least likely to complete their remedial mathematics curriculum; students in the more advanced of the two remedial courses had an attrition rate approaching the overall University population s attrition rate; by Fall 1986 nearly 20 percent of the original pool had gone on to successfully complete the first college-level mathematics course. In addition, females were more likely to take remedial mathematics than males but were also more likely to perform satisfactorily and to persist. An appendix examines the projected impact of a general education requirement in mathematics. (JB)

ED 334 915 HE 024 751

Hudson, J. Blaine
The University of Louisville Tutoring Program: 1986-1987 Operations and Outcomes.
PUB DATE- 12 Feb 88
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Programs; Higher Education; Instructional Effectiveness; Minority Groups; *Performance Factors; *Program Effectiveness; Sex Differences; Student Characteristics; *Tutorial Programs; Tutoring
IDENTIFIERS- *University of Louisville KY

This study reviewed the organization and operations of the University Tutoring Program at the University of Louisville (Kentucky) through the 1986-1987 academic year. The study also described the demographic and academic characteristics of the year s tutoring population and analyzed the outcomes of the use of tutoring services. A database for the 970 students who received tutoring was created and subjected to descriptive statistical analysis. Of the 970 students, most (57.8%) were female; 37% were minority (31% black); and of the black students, 71% were female. The student pool represented nearly all academic/enrollment units, with a large number being freshmen and sophomores. Black female students, academically under-prepared students, and transfer students all were present in significant numbers. Analysis of outcomes of using tutoring services found that students most often earned passing grades in the course for which they received tutoring and their academic performance correlated positively with frequency of tutoring attendance. Students with lower standardized testing scores benefitted more, while average and above average students derived substantial though less significant benefit. Appendices list courses for which tutoring was requested, and

and Patrick Terenzini concerning student career choice and economic benefits of college. Sixteen social policy implications are identified. These include: beating the Japanese; overcoming the "pipeline mentality"; revising society s view of the liberal arts; lessening wasteful college student attrition; improving the screening function; maximizing work force participation and stability; optimizing job search and mobility; raising the standard of living; capitalizing on the Pygmalion effect; instituting manpower planning that will minimize over-education; righting the "community college disadvantage"; advancing minorities and the poor; increasing the advancement of women in leadership; incorporating a global culture mentality; bringing about a renaissance of the arts; and introducing a new focus on values and the individual. Implications for institutional practice policy address the following areas: maturity of career thinking and planning; work experience during college; interaction with faculty programs; career choice; grade refinement; company visitation programs; and extracurricular program participation. (DB)

ED 334 935 HE 024 771

Kalthoff, Theodore J.; Lenning, Oscar T.
Usage of Student Learning Outcomes Assessment.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Joint Conference of the Illinois Association for Institutional Research and the Association for Institutional Research--Upper Midwest (Chicago, IL, November 8-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Evaluation Methods; Higher Education; *Institutional Research; National Surveys; Outcomes of Education; *Pretests Posttests; Program Administration; Questionnaires; Standardized Tests; Student Development; Student Educational Objectives; *Student Evaluation

A survey questionnaire returned by 161 institutions of higher education (an 80.5% return) addressed six areas of concern: (1) the institution s involvement in student learning outcomes assessment; (2) pre-assessment of students; (3) types of post-assessment; (4) efforts to relate pre-assessment and post-assessment; (5) attempts to do non-academic student development assessment; and (6) administration of the assessment program. Findings included the following: 52.8% of respondents indicated that they did student outcomes assessment; 85.9% of these indicated they did pre-assessment, with 75.3% using standardized assessment instruments; 62.4% used standardized assessment instruments for post-assessment; 31.5% were attempting to relate pre-assessment and post-assessment of learning outcomes; 49.4% were also doing non-academic student development assessment; and assessment was most often administered by the Office of Institutional Research. Includes nine references. (DB)

ED 334 936 HE 024 772

Seldin, Peter
The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English

studies with the general lines of the earlier chapter brought together to confront the theoretical analyses with recent empirical experiences. Part II contains the three case studies on government and curriculum innovation. The book contains an index and a bibliography of over 150 references. (JB)

ED 334 955 HE 024 910

Abuses in Federal Student Aid Programs: Hearings Before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate, One Hundred First Congress, Second Session (February 20, 26, 1990).
PUB DATE- Feb 90
NOTE- 513p.; Not available in paper copy because of small print. For related documents, see HE 024 911-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Education; Correspondence Schools; Federal Aid; Higher Education; *Loan Repayment; Postsecondary Education; Private Schools; *Proprietary Schools; Standards; *Student Financial Aid; *Student Loan Programs; Student Recruitment; Trade and Industrial Education
IDENTIFIERS- *American Career Training Travel School FL; *Fraud; Guaranteed Student Loan Program

This document presents oral testimony and prepared statements on the subject of federal student loan programs identified as particularly vulnerable to fraud, waste, and abuse. Opening statements by the four Senators (Nunn, Kohl, Roth, and Levin) stress the seriousness of increasing student loan defaults and abuses by proprietary, for profit, trade schools. Oral testimony and exchanges with the Senators are then given for the following individuals: Franklin Frazier, Director, Education and Employment Issues of the General Accounting Office; David B. Buckley, Chief Investigator of the Permanent Subcommittee on Investigations; James B. Thomas, Inspector General, Department of Education; two students, an employee, and the president of the American Career Training School. Much of the document consists of exhibits pertaining to the American Career Training Travel School (Florida) investigation and related documents concerning proprietary trade schools including a statement by the National Association of Trade and Technical Schools. (DB)

ED 334 956 HE 024 911

Abuses in Federal Student Aid Programs. Hearings Before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate, One Hundred First Congress, Second Session, Part 2: Licensing, Accreditation, Certification, and Eligibility (September 12, 13, October 5, 1990).
PUB DATE- 90
NOTE- 817p.; Not available in paper copy because of small/broken print. For related documents, see HE 024 910-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation(Institutions); Accrediting Agencies; *Certification; *Eligibility; Federal Aid; Higher Education; Private Agencies; *Proprietary Schools; Standards; State Legislation; State Licensing Boards; *Student Financial Aid;

ED 334 975 IR 015 138

Berry, Louis H.
Visual Complexity and Pictorial Memory: A Fifteen Year Research Perspective.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. For a related paper, see IR 015 137.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Processes; *Color; *Cues; Hypothesis Testing; Learning Theories; *Pictorial Stimuli; *Recall (Psychology); Slides; *Visual Stimuli
IDENTIFIERS- *Visual Complexity

For 15 years an ongoing research project at the University of Pittsburgh has focused on the effects of variations in visual complexity and color on the storage and retrieval of visual information by learners. Research has shown that visual materials facilitate instruction, but has not fully delineated the interactions of visual complexity and color with cognitive processes. These studies used various combinations of slides in realistic color, black and white, line drawings, and nonrealistic color to test research hypotheses about visual complexity, color, cognitive styles, and cerebral asymmetry, as well as certain design factors and retention under either pictorial recognition or free recall situations. Groups of studies addressed the role of color realism as it relates to: (1) a pictorial recognition task; (2) the cognitive style factors of field dependence, impulsivity/reflectivity, and leveling sharpening; (3) hemispheric laterality; and (4) a visual recall task. Four general conclusions can be drawn from the findings of these studies: (1) all forms of color facilitate the recognition of visual material equally well, and are superior to monochrome materials as cueing devices; (2) in recall memory tasks, realistic color cueing is the most effective, followed by black and white and line drawing formats, with nonrealistic color cueing the least effective; (3) the processing of nonrealistic color information is lateralized to the right hemisphere while color and back and white processing are left hemisphere oriented; and (4) some evidence exists to suggest that field dependence may play a role in color information processing. (30 references) (BBM)

ED 334 976 IR 015 139

Borsook, Terry K.
Harnessing the Power of Interactivity for Instruction.
PUB DATE- 91
NOTE- 16p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

the practice sessions. The subjects were 62 third graders in a suburban elementary school who had no prior experience with Logo, and the study was conducted in the school computer lab over seven weeks. When supportive factors such as provision of clearly labeled options, basic requirements, and presentation of feedback and advice on on-going progress were integrated into the design of a learner control study, this condition seemed to foster students metacognitive as well as cognitive knowledge and skills in a more effective way than did program control. The overall results of the study indicate that, as an instructional design strategy, learner control can provide learners with opportunities to improve their metacognitive skills and knowledge, while attempting to teach cognitive skills and knowledge of specific subject matter content in a more effective way than can program control. Limitations of the study are noted, and nine tables, copies of the pretest and the interview schedule for metacognitive monitoring, and formulas for the evaluation of the effectiveness of learner strategy are appended. (27 references) (BBM)

ED 334 994 IR 015 161

Lowry, William H.; Thorkildsen, Ron
Implementation Levels of a Videodisc-Based Mathematics Program and Achievement.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 20p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Observation Techniques; Fractions; Instructional Materials; *Interactive Video; Intermediate Grades; Interviews; Mathematics Instruction; Media Adaptation; Media Research; Pretests Posttests; *Program Implementation; Teacher Role; Videodisks

Part of a larger project, "Technology, Educational Media & Materials--Assessing the Social and Cultural Impact of Group-Based, Videodisc Math Instruction in Mainstreamed Classrooms," this study addressed the question of whether the level of student achievement differs across levels of implementation of a mediated program that is based on a well-defined instructional model. Systematic observations of the implementation of a videodisc-based, direct instruction program, "Mastering Fractions," were conducted. The nine upper-elementary classrooms involved were spread across three school districts. Implementation/utilization of the program varied across classrooms, as did achievement. Based on the observations, three classrooms were classified as high-implementation classrooms, three as average-implementation, and three as low-implementation. At the conclusion of the field study, there was a 28-percentage-point difference between the mean gain score of the high-implementing classrooms and that of the low-implementing classrooms. When covariance-adjusted posttest means were considered, the difference was about 20 percentage points. Guidelines for teachers using the program, an implementation rating sheet, and a teacher interview questionnaire are appended. (20 references) (Author/BBM)

ED 334 995 IR 015 162

site mean for student s final semester grade. Analysis of the study questions did not reveal a significant relationship between student achievement and either of the facilitator variables. A relationship may not exist between facilitator knowledge and practices attributes and student achievement, or the instruments used in this study may have failed to find a relationships. It is possible that a test with different items may find a relationship between facilitator attributes and student achievement. It is also possible that a test alone may not reveal such a relationship, and this may, in fact, be the case here. The data indicated that interacting factors are the best indicators of student achievement across sites. Those facilitators best able to assist students in a variety of situations and resolve both instructional and systems operations problems may be more successful in facilitating student achievement. That type of facilitator would be more likely to fit a model of the facilitator capable of reducing "structure" in a system and increasing "dialoge." (3 tables, 3 figures, 11 references) (BBM)

ED 335 012 IR 015 179

Schlenk, George W.; Shrock, Sharon A.
The Use of Instructional Development Procedures To Create Exhibits: A Survey of Major American Museums.
PUB DATE- 91
NOTE- 16p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; *Exhibits; Formative Evaluation; *Instructional Development; Instructional Effectiveness; *Museums; National Surveys; Needs Assessment; *Use Studies

The major research question addressed by the "Exhibit Development Survey 1986" was whether major American museums were using the instructional development process to develop their exhibits. Approximately 24% of all major American museums representing a broad cross section of museum types responded to the survey. Their responses indicate that the development of exhibits has become the primary area of concern, with education as their second most important area of involvement, and the exhibits their most important educational activity. Further, the exhibit development process has undergone many recent changes. Fully one third of the respondents reported that they were using instructional development as a basis for the exhibit development process; 39% indicated that their institution included an instructional developer on their exhibit development team; and an additional 32% felt that their institution should use instructional developers for this purpose. Still others were using individual instructional development techniques as part of their exhibit development process. This report includes background information, the research questions, a discussion of the significance of the problem, an abbreviated literature review, and a discussion of the major findings. Conclusions are reported for 10 main areas of concern: (1) demographics of respondents; (2) institutional priorities; (3) development of exhibits; (4) consideration given visitors/audience; (5) use of instructional objectives; (6) integral and peripheral educational aspects of exhibits; (7) evaluation procedures; (8) coordinating exhibit

School Library Media: Priorities for the Information Age.
PUB DATE- 91
NOTE- 8p.; Paper presented at the First Congressional District Post-Conference Hearing of the Georgia Governor s Conference on Library and Information Services (Statesboro, GA, January 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Clearinghouses; Conferences; Continuing Education; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Technology; *Learning Resources Centers; Library Associations; Library Automation; Library Cooperation; *Library Role; *Library Services; Public Libraries; School Libraries; Secondary Education; *Technological Advancement
IDENTIFIERS- White House Conference Library Info Services

Noting that contemporary society has shifted from an industrial society to one which is information and service based, this paper speaks to the need for the addition of information access skills to educational curriculums, as has been the case in Georgia. Recommendations for libraries of all types by the Georgia Governor s Pre-White House Conference on Library and Information Services (September 5-6, 1990) are presented. Those recommendations, which heavily impact media education, include: achieving adequate funding, establishing library cooperation with external reference and information sources; advancing library technology; providing continuing education services; establishing an information clearinghouse; and providing services for special populations. Recognizing that school library media specialists are an integral element in the school program in their roles as information specialists, teachers, and instructional consultants, it is concluded that technology, training, and resources must be recognized as priorities for the information age. (MAB)

ED 335 031 IR 053 585

Colorado Information Connection. Final Report. A Summary Report of Colorado s 1990 Activities in Support of the White House Conference on Library and Information Services.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Committees; *Conferences; Financial Support; Futures (of Society); Library Associations; Library Cooperation; *Library Role; Literacy Education; *Organizations (Groups); *Planning; Statewide Planning
IDENTIFIERS- *Colorado; Family Literacy; *White House Conference Library Info Services

This summary of some of the salient features of the Second Colorado Governor s Conference on Library and Information Services begins with "A Letter to the Future," by project director Kimberly Taylor, who provides practical advice for future conference planners. The report then presents a summary of the conference process, which included seven Speakouts, three Regional Conferences, and the Governor s Conference, held in Vail, Colorado, October 8-10, 1990). A timeline for the various meetings is also included, as well as a list of the materials for the reference collection are identified, and guidelines for the selection process are offered. Some of the questions that arise in the process of creating a reference collection development policy are also discussed and ways of dealing with them are suggested. Suggestions are also offered for identifying alternative or ephemeral materials--e.g., publications from museums, learned societies, private membership organizations, and small and alternative presses--and integrating them into the reference collection. In conclusion, it is argued that a major benefit of organizing the reference collection development process should be to increase its visibility as an integral part of reference librarianship. The appended handouts include samples of fliers and advertisements for reference materials. (7 references) (BBM)

ED 335 050 IR 053 680

Lealand, Geoff
The Educational Impact of the Appointment of Full-Time Trained Teacher-Librarians. Final Report.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Cooperative Planning; Course Integrated Library Instruction; Elementary Secondary Education; Foreign Countries; *Librarian Attitudes; Library Planning; *Library Role; Professional Training; Program Evaluation; *School Libraries; Team Teaching
IDENTIFIERS- Librarian Teacher Cooperation; New Zealand; *Teacher Librarians

This final report, which completes a 3-year evaluation of the educational impact of the appointment of full-time trained teacher-librarians (TLs) in New Zealand schools, focuses on the 1989 experiences of 38 trained teacher-librarians and provides reflections on the total period 1987-89. Information was gathered through a combination of school-based interviewing and mail questionnaires. The emphasis throughout the project has been to assess educational impact qualitatively in such areas as the TL s role in promoting resource-based learning strategies in teaching programs, in increasing access to and quality of resources, and in encouraging professional development in schools; some quantitative information is included to illustrate the TL s role in increasing the diversity and use of research materials and resources. In their general assessments of their 1989 experiences, the TLs offered largely favorable ratings although some disappointments persisted for nearly all TLs as a result of inadequate appreciation of their role, or inadequate levels of material or ancillary support. Collaborative teaching continued to be central to the TL role, and planning was critical to its success. For the majority, a strategic management plan remained central to planning for short-term and long-term goals. Libraries in schools with a TL had all benefitted from having a trained full-time professional overseeing the upgrading and development of resources, and comments from heads and principals of schools with TLs were very supportive of the role. However, optimism about the future of the TL role was tempered by uncertainty about future funding and the suspension of training in 1989. (BBM)

ED 335 051 IR 053 681

programs, and industrial services. The next sections offer a summary of pertinent facts about technical education; describe innovative training and technology programs; and review the activities of the Economic Development Division, including a list of Special Schools conducted by the division; information on the number of trainees completing programs each year from 1961-62 to 1989-90; 1988-89 and 1989-90 statistics on plants served, number trained, percent dropped, percent of trainees by race and sex, average age, and average education. Next, profiles are provided of the 16 South Carolina Technical Colleges, focusing on such areas as significant events, new programs and services, policy changes, student honors, equipment purchases, and various institutional accomplishments. A series of appendixes provide data on degrees and certificates awarded, enrollments, finances, degrees and programs offered, the text of the Employment Revitalization Act, and placement data. (JMC)

ED 335 069 JC 910 350

Carey, Diana; And Others
Napa County Business/Education Partnership: A Regional Planning Model for Career-Vocational Education.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- 30 Jun 91
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Programs; *Curriculum Development; Elementary Secondary Education; Labor Force Development; Models; Program Evaluation; *Regional Planning; Regional Programs; *School Business Relationship; Two Year Colleges; *Vocational Education

This descriptive and evaluative report on the Napa County Business/Education Partnership (NCBEP) project describes the efforts of Napa Valley College (NVC), the Napa Valley Unified School District, and the County Office of Education to involve educators and business representatives in the development of a regional planning process for career-vocational education. Following introductory sections and information on the project s mission and goals, part I describes the final organizational model for the NCBEP, including information on the functions and membership of the executive, steering, needs assessment, planning and development, and student services committees, and the Regional Subject Area Advisory Committee for Business Education. Part II reviews the process of model development, which included: (1) forming a regional planning group; (2) developing the organizational structure; and (3) establishing committees designed to: assess the needs of regional employers, identify current gaps and duplications in vocational education programs, establish accountability criteria, develop a regional data collection system, identify coordination issues, develop action plans, examine student support services, and assess business curricula countywide. This section also discusses the impact of the state budget crisis. Part III discusses the relationship of NCBEP to the goals of the California Plan for Career-Vocational Education. Part IV summarizes interim and final evaluation findings. Finally, part V offers recommendations for the model s replication. Appendixes provide

1988-89 and 1,228 1989-90 faculty hires, 337 (26.7%) and 381 (28.4%) were minorities; (3) of the 138 1989-90 and 124 1989-90 non-faculty professional hires, 54 (39.1%) and 42 (33.8%) were minorities; (4) of the 1,277 1988-89 and 1,312 1989-90 secretarial/clerical hires, 455 (35.6%) and 467 (35.5%) were minorities; (5) of the 113 1988-89 and 88 1989-90 skilled crafts hires, 34 (30.1%) and 29 (32.9%) were minorities; and (6) of the 579 1988-89 and 565 1989-90 service/maintenance hires, 301 (52%) and 301 (53.2%) were minorities. From 1984 through 1990, the participation rate of women in faculties increased by 4.3%, while the number of women faculty increased by 19.8%. The participation rate of white employees for the same period decreased by 3.2%, with the number of white faculty increasing by 2.7%. The total number of faculty grew by 6.7% during the period, with 72.4% of these positions being filled by ethnic minorities. (JMC)

ED 335 086 JC 910 376

San Juan College Computerized Basic Skills Assessment and Placement.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; *Basic Skills; Community Colleges; *Computer Assisted Testing; Computer Software; *Computer Uses in Education; *Educational Diagnosis; Student Characteristics; *Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- San Juan College NM

At San Juan College, the effectiveness of student basic skills assessment and course placement advisement was significantly improved through the implementation of Computerized Placement Testing (CPT). The CPT lab houses 15 personal computers and is staffed by professional counselors and student services aides. Students are not allowed to leave the testing area with their results until a counselor or advisor has reviewed their scores and computerized placement recommendation with them. The system allows for assessment results to be immediately available on-line at other college offices involved in the assessment and placement process. In addition to the reading, mathematics, and English skills placement tests, students complete an on-line questionnaire soliciting student demographic and educational goals information. Benefits of the system include the following: (1) the CPT system permits on-demand testing as well as scheduled testing for both individuals and groups; (2) it increases accuracy in assessing student s entry-level skills for the entire range of skills covered by the test instrument; (3) it provides immediate on-line scoring feedback to students, counselors, and advisors; (4) it reduces student frustration with re-testing by generating appropriate questions based upon a student s previous responses; (5) it reduces anxiety associated with timed testing; (6) it is less time-consuming than paper and pencil tests; and (7) it allows for easy equating of test norms to other on-line testing instruments and data. This report includes a glossary of assessment terms; a sample student placement report with test results and course recommendations; a copy of the demographic data questionnaire; and results of a survey of CPT users. (PAA)

ED 335 087 JC 910 377

inadequate primary care, and lack of knowledge. As part of its role as community activist, the Medical Center Campus of MDCC will: (1) establish criteria for the selection of the neighborhood; (2) catalog demographics and community resources within the neighborhood; (3) establish a set of desired quality of life indices; (4) assist the residents in identifying priorities and strategies for building a healthy neighborhood; (5) organize and supplement agencies and volunteer groups already in the targeted neighborhood; (6) implement strategies toward health and self-sufficiency; and (7) evaluate outcomes. The program proposal includes a rationale for the program and the proposed program concept, explains the methods that will be used to identify a neighborhood, and describes the framework for planning and program implementation. Plans for developing baseline data, setting do-able objectives, and assuring mainstay elements are discussed, and special programs, services, and plans currently in place to support the project are described (e.g., Medical School for Kids, the Companion Animal Program, Project Start-Up: A Program for Single Parents and Displaced Homemakers, Health Careers for People in Public Housing, and the Hands for Health fair. Funding by the MDCC Foundation at 150,000 a year for 3 years is discussed. Members of the Wellness Institute are listed. (JMC)

ED 335 104 JC 910 403

Farley, Eileen T.
Motivating Volunteers for the Community College.
PUB DATE- 13 Dec 85
NOTE- 15p.; Lecture presented at the Advancing Two-Year Institutions Conference (Washington, DC, December 11-13, 1985).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alumni; Community Colleges; *Financial Needs; *Fund Raising; *Institutional Advancement; Institutional Mission; *Private Financial Support; Public Opinion; Public Relations; *School Community Relationship; School Funds; Two Year Colleges; *Volunteers

Attracting and keeping good volunteers must be a primary concern of community college institutional advancement teams. The first of three general principles in recruiting and motivating volunteers is to establish the worthiness of the cause. This can be achieved by presenting potential volunteers with accurate financial information about the college that reflects the inadequacies of state and county funding and that compares the public institution s tax appropriations to a private college s receipts from tuition. Institutional "worthiness" should grow out a public perception of good fiscal management. Second, for volunteers to remain committed they must have a clear sense of purpose. They need to understand the mission of the college, the specific activities being asked of them, as well as the immediate and long-term objectives of the activities they will undertake. Volunteers who are alumni of the college are often the most enthusiastic and hardworking. Finally, to recruit and maintain volunteers, some important need of the volunteer must be satisfied. Volunteers may be motivated by needs stemming from altruistic concerns, desire for fantasy or fun, and interest in prestige or personal/business advancement. The college newsletter can carry and after-school child care; infant and toddler care; preschool education in a rural area; provision of tuition subsidies for families unable to afford child care; and outreach, training, and resources for parents and community-based providers. Based on the findings, the Early Childhood Advisory Council of the Massachusetts Board of Education declared its support for the role of the public schools in child care. The council recommends that schools considering involvement in child care programs for young children include the following elements in program development: (1) a strong, qualified leader who is responsive to the needs of children, families, staff, and community; (2) communication and collaboration with other programs, including public school programs; (3) parent involvement in program planning and decision-making; (4) a career ladder that includes adequate salaries and benefits and establishes a clear relationship between staff qualifications and professional development; (5) a funding arrangement that leads to long-term security; and (6) support from local school administration. (RH)

ED 335 124 PS 019 684

Nelson, Katherine
Emergence of Autobiographical Memory at Age 4.
PUB DATE- 18 Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age Differences; Cognitive Development; *Developmental Psychology; *Language Acquisition; *Memory; Psycholinguistics; *Recall (Psychology); *Young Children
IDENTIFIERS- *Autobiographical Recall; Episodic Memory

This paper proposes an explanation for the onset of autobiographical memory at about 4 years of age. It seems likely that normal middle-class 3-year-olds have not yet mastered language as a representational system. Research suggests that children learn the social and cultural forms of narrative memory in talk with others. It is hypothesized that children s experience with language as an external representational system will strongly influence its use as an internal representational system, and that, at the age of 4 years, children move into a new phase in which language becomes a medium of internal as well as external representation. Language represents what others know and is a way of comparing that representation with one s own representation of the same event. Thus, the onset of autobiographical memory is facilitated by, and possibly causally related to, the exchange of representations with others through language. (SH)

ED 335 125 PS 019 686

Lee, Valerie E.; And Others
Family Structure and Its Effect on Behavioral and Emotional Problems in Young Adolescents.
SPONS. AGENCY- Michigan Univ., Ann Arbor. School of Education.
PUB DATE- 10 Apr 91
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

ED 335 145 PS 019 767

Nash, Alison
The Influence of the Social Context on Infants Reactions to New People.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Infant Behavior; *Infants; Interpersonal Relationship; Mothers; *Parent Child Relationship; *Parent Influence; *Social Behavior; Social Environment; *Stranger Reactions
IDENTIFIERS- *Social Referencing

This study examined infants reactions to new people by manipulating the social context in which infants became acquainted with new people. Infants (N=48) met someone new in the presence of another unfamiliar adult and their mothers. The new acquaintance either: (1) chatted and worked on a puzzle with the mother; (2) remained silent and worked on a puzzle with the unfamiliar adult; or (3) remained silent and worked on the puzzle alone. Mothers then left the infants alone with the new acquaintance. Infants who saw their mothers socialize with the new person interacted with that person more than did infants whose mothers did not socialize with the person. Infants in the social conditions appeared more comfortable than did infants in the silent condition. Infants in the silent condition remained closer to their mothers, played less with toys, and fussed more after their mothers left than did infants in the social conditions. A list of 14 references is included. (BC)

ED 335 146 PS 019 768

Werner, Lynne A.; And Others
Application of an Observer-Based Procedure to the Assessment of Auditory Sensitivity in 1-Month-Old Infants.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Perception; Auditory Stimuli; *Hearing (Physiology); *Infant Behavior; *Neonates; *Observation
IDENTIFIERS- *Observer Reliability

This study examined changes in infants performance in detecting tones as a funtion of time. Stimuli were presented in blocks of fixed frequency and intensity, rather than in random order. The findings of earlier studies that an observer can reliably tell from a 1-month-old s behavior when a pure tone is being presented, and that reinforcement of infant responses to tones improves the observer s performance, were replicated. Results showed that observers performed as well in the fixed stimulus condition as in the random order condition. However, there were frequency-specific changes in performance over the course of a test session. References to three articles and numerous graphs

DESCRIPTORS- *Emergency Programs; Emergency Squad Personnel; *Medical Services; Postsecondary Education; *Professional Continuing Education; Program Descriptions; *Rescue; *Rural Areas; Student Certification
IDENTIFIERS- *Wilderness

This paper offers a brief outline of the training curriculum developed by the National Association for Search and Rescue (NASAR) for its Wilderness Medicine Programs. The training modules are designed for wilderness search and rescue units, rural emergency medical services (EMS) squads, military medics, backcountry rangers, epedition leaders, outdoor instructors, and others who provide emergency care in remote areas. NASAR s Wilderness Emergency Medical Training (WEMT) series and its Wilderness First Responder (WFR) program provide an effective solution to the past problems of wilderness EMS. The NASAR programs are continuing education modules. Wilderness emergency treatment requires modification of concentrated procedures and techniques that have been developed for the rapid-transport ambulance context. Course content and design were developed from prototype programs operated since 1984. Specific course components include such areas as backcountry medicine, wilderness rescue, equipment, wilderness toxins, and trauma. Certification, prerequisites, and supplemental programs are described for both the WEMT and WFR. Certification is provided by NASAR, which works with individual state EMS agencies to develop appropriate mechanisms to authorize EMS providers to utilize wilderness procedures and techniques. (TES)

ED 335 168 RC 017 356

Arnow, Pat, Ed.
Perceptions and Prescriptions in Appalachia.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Creative Works (Literary and Dramatic) (030),Historical Materials (060)
DESCRIPTORS- *Community Action; Community Programs; Federal Programs; Interviews; Personal Narratives; Poetry; Poverty; Self Help Programs
IDENTIFIERS- *Appalachia; Appalachian Literature; Appalachian People; Appalachian Studies; Rural Culture; *War on Poverty

This journal theme issue focuses on Lyndon Johnson s War on Poverty in Appalachia, launched in 1964. Articles discuss the War on Poverty, the people involved, how it succeeded, and how it ultimately failed. One article examines the role of the Council of the Southern Mountains, established in 1913. Federal officials used the council s reputation to facilitate communications between the Office of Economic Opportunity (OEO) and local Community Action Programs. Council members held OEO at least partly responsible for shortcomings of the anti-poverty effort and found it difficult to square OEO s approach with local realities. During the late 1960s the council underwent radical transformation. Federal relations cooled and money dried up. Since that time, it has been reconstructed and survives as a promoter of ideas and grassroots Appalachian programs. The magazine includes reprinted news articles about the War on Poverty and profiles former council members. A separate article profiles David Whisnant, author and leader of the Appalachian Studies movement. Another profile looks at the life of Sister Marie Ubinger, a worker for social change in Kentucky. "Early Days at Keno" consists of excerpts from the diary kept by novelist Harriette Simpson Arnow when she taught

Sociological Society (Columbus, OH, August 8-11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Rate; *Economic Development; *Educational Attainment; High Schools; *Human Capital; *Labor Market; Poverty; *Rural Areas; Rural Education; Rural Urban Differences; Skilled Workers; Theories; Unemployment; Unskilled Workers
IDENTIFIERS- *Human Capital Theory

This study tests the hypothesis that the local labor market structure, particularly the proportions of high- and low-paying occupations, affects human capital investment. Most studies have assumed that the direction of causation flows from the supply of human capital to employment growth. However, the creation of low-skilled jobs merely reshuffles people among unemployment lines, poverty, and low level employment. It does not improve the economic or social conditions of the community. Dependent variables in the study were the high school dropout rate and the percentage of graduates continuing their education. Independent variables include the percentage of county enrollment in occupations classified as managerial and services, the unemployment rate, the percentage of change in population, and a measure of rurality. Data from Virginia s counties and independent cities were used to estimate the human capital model. Important findings were: (1) the higher the percentage of employment in managerial occupations, the higher percentage of high school students who continue their education, and the lower the dropout rates; (2) dropout rates increase as the percentage of jobs in service occupations increase; and (3) as unemployment increases, the percentage of students who continue their education increases. The study concludes that the types, rather than the sheer number, of jobs available in the local area influence human capital investment as measured by education. Communities should actively recruit firms that have a higher percentage of workers who are rewarded for their education. (KS)

ED 335 187 RC 018 273

Gagni, A. O.; Bartels, Francis L.
A Study of Legislative Measures Designed To Facilitate Access to Education and of the Role of the Village School in the Development of Rural Areas.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jan 90
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Community Education; Comparative Education; *Developing Nations; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Role of Education; *Rural Development; Rural Education; *Rural Schools
IDENTIFIERS- Botswana; China; Philippines; Sierra Leone; Tanzania; *UNESCO; Yugoslavia (Serbia)

This report addresses the United Nations Educational Scientific Cultural Organization s (UNESCO) goals for activities related small schools and districts than for others. Nevertheless, recent studies suggest that small schools and districts may be a more efficient investment than large schools because the "learning value per unit of expenditure" seems to be greater there. This new idea expands the traditional concept of outcome to include morale, achievement, curriculum, and positive attitudes towards learning. This digest examines state strategies for meeting the unique financing needs of rural, small schools and districts. Thirty states currently include a factor in their school finance formula to compensate for the additional costs of rural, small schools or districts. Ten states distribute additional assistance based on small school district or school enrollment. Six states provide assistance to isolated schools or school districts based on sparsity of population per square mile, miles between schools, or time required to reach the next school by bus. Nine states provide additional revenue based on a combination of small size thresholds and isolation factors. Two states provide additional aid to small schools or districts based on a combination of size, isolation, and tax effort. Other provisions for rural, small schools include additional state aid for interdistrict cooperative arrangements, a larger "mil deduction" for some rural districts, and transportation allotments. (SV)

ED 335 206   RC 018 334

Inman-Freitas, Deborah
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Budgeting; *Educational Finance; Elementary Secondary Education; *Financial Problems; Institutional Cooperation; *Money Management; Rural Education; *Rural Schools; *School Districts; School Funds; Shared Resources and Services; State Aid
IDENTIFIERS- ERIC Digests

Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and some possible strategies for improvement. Rural administrators reported the following financial management problems: (1) cash flow problems due to late receipt of state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funding to provide modern technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. Although most rural districts are not satisfied with current state funding formulas, rural administrators reported strategies to make the school finance formula work more effectively for their district. Rural-specific options for increasing efficiency include implementing a 4-day school week and developing interdistrict cooperative agreements in the areas of interscholastic athletics and telecommunications services.

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Development; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Federal Aid; *Federal Programs; Improvement Programs; Inservice Teacher Education; *Mathematics Education; Professional Development; Program Descriptions; Public Agencies; *Science Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

During the past decade, the federal government, alongside the efforts of state, local, and private-sector groups, has promoted initiatives in the search for ways to improve the teaching of mathematics and science in the nation s schools. This report summarizes a 2-year study of the largest of such federal initiatives, the Dwight D. Eisenhower Mathematics and Science Education Program. Included are: (1) an introduction of the program as a professional development strategy; (2) the program s operation in terms of size and scope, individual state leadership components, local district funding, and grants to institutions of higher education; (3) the program s contributions to the reform of mathematics and science education with reference to teachers, classrooms, students, and the overall educational system; (4) the conclusions of the 2-year study that put the program in perspective with regard to enabling resources and its future functioning; and (5) an appendix of the data collection methods. Among the major themes in the findings of this report are that the program occupies an otherwise unfilled niche among reform initiatives; that the program expands the array of professional development opportunities for students; that the program supports leadership at all levels, but does not create it; and that the program provides a necessary, but insufficient, resource for promoting sustained change in mathematics and science teaching practices. (JJK)

ED 335 226   SE 052 196

Knapp, Michael S.; And Others
The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform. Technical Report. National Study of the Education for Economic Security Act (EESA) Title II Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 91
NOTE- 467p.; For a related document, see SE 052 195.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Development; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Federal Aid; *Federal Programs; Improvement Programs; Inservice Teacher Education; *Mathematics Education; Professional Development; Program Descriptions; Public Agencies; *Science Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

During the past decade, the federal government, alongside the efforts of state, local, and private-sector groups, has promoted initiatives in the search for ways to improve the teaching of mathematics and science in the nation s schools. This report summarizes a 2-year study of the largest of such federal initiatives, the Dwight D. Eisenhower Mathematics and

Studies
One volume in a series for the classroom, this document contains readings, resources, exercises, and statistical information concerning women and their places in their respective societies. The report covers such topics as women in the family, size of families, health, divorce, education, life expectancy, infant mortality, and women in the labor force and in school. A survey of 121 countries conducted by the United Nations assessed the position of women at the end of the U.N. Decade form Women. The findings showed that world leaders have become more aware of the contributions of women as well as of their special problems. Ninety percent of the countries have official government offices dedicated to the advancement of women. Worldwide in 1985, 71 percent of young girls were in primary school compared to 64 percent in 1975. Women have entered the world labor force at the rate of 10 million per year during the past decade. The document also contains tables, charts, a glossary of terms, and a multiple choice test review. (DB)

ED 335 245 SO 021 071

The Humanities and the Art of Public Discussion. Volume 2.
PUB DATE- 90
NOTE- 49p.; For the first volume, see ED 317 442.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Abortions; Blacks; *Economic Factors; Equal Opportunities (Jobs); Humanities; *Racial Discrimination; Role of Education; Social History; Social Problems

The marriage of the humanities to public discussion of major current issues is an invitation to understand how various points of view are embedded in one s history, values, visions of the future, and an understanding of what is right, wrong, and necessary. The essays in this volume examine three issues: abortion, economic competition, and racial equality. Each topical essay is followed by a commentary. The essays include: "The Abortion Controversy: A Historical View" (Linda Gordon); Commentary (Judith Winzeler); "Economic Pessimism and Material Prosperity" (Michael Bernstein); Commentary (Ronald Means); and "Equality for Black Americans" (Eric Anderson); Commentary (Francine C. Cary). A directory of the State Humanities Councils is included. (DB)

ED 335 246 SO 021 086

Riggle, Richard
Human Ecology: A Suprastructure for Global Education.
PUB DATE- 89
NOTE- 14p.; Paper presented at the International Seminar in Teacher Education (9th, Prague, Czechoslovakia, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Global Approach; Human Geography; Interdisciplinary Approach; *International Studies; Social Studies; Teaching Methods
IDENTIFIERS- *Global Education; *Human Ecology

Descriptions of global education tend to be either fragmented or must be seen in terms of fostering lifelong learning. The problem of illiteracy is examined in detail in terms of educational planning and management. (DB)

ED 335 268 SO 021 396

Li, Zhibao
Innovation in China s Educational Administration.
PUB DATE- 90
NOTE- 14p.; A paper presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational Development; *Educational Innovation; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *China; UNESCO

Six major innovations in China s system of educational administration are discussed. The six innovations are: (1) to reorganize the department of education; (2) to improve and strengthen macro administration of education; (3) to transfer decision-making power to local authorities and schools and vitalize them; (4) to improve the management of finance and set up a new appropriation system for educational purposes; (5) to improve education planning; and (6) to enhance the professional level of educational administrators. (DB)

ED 335 269 SO 021 397

Schofthaler, Traugott
Socio-Economic Aspects of the Democratization of Education.
PUB DATE- 86
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Democratic Values; Developing Nations; Educational Change; Educational Development; *Educational Innovation; *Educational Planning; Educational Policy; Educational Research; Elementary Secondary Education; Global Approach; *International Education; Socioeconomic Influences
IDENTIFIERS- UNESCO

Democratization of education refers to a process that allows decision-making based on alternatives, guided by the conviction that equity, equality, solidarity, freedom and justice are the essential universal values of mankind. This study examines these criteria in the context of reform strategies in the areas of educational planning and practice. In the first chapter economic and socio-political demands for education are analyzed. The second chapter identifies major obstacles to promoting the democratization of education. In the third chapter a selection of measures is made in reviewing international experience in promoting the democratization of education such as an integrated approach of policy and legislation, innovations for better use of available funds, curriculums of a number of social studies courses as well as minimum student performance standards and objectives. The contents are as follows: Florida Department of Education U.S. History curriculum frameworks (basic, average, advanced); free enterprise and consumer education minimum objectives (assessed at grade 8); student performance standards of excellence for Florida schools in social studies (assessed at grade 8); Comprehensive Test of Basic Skills (social studies objectives); basic United States History (curriculum); United States History (curriculum); and advanced United States History (curriculum). (DB)

ED 335 293 SO 030 427

Elliot, James J.; Bates, Don L.
Sociology Curriculum.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Curriculum Guides; Grade 11; Grade 12; High Schools; Social Sciences; Social Studies; *Sociology; Student Educational Objectives
IDENTIFIERS- Florida; Seminole County School District FL

This curriculum guide presents a sociology course for 11th and 12th grade Seminole County (Florida) students. Seven units are covered in the course: (1) society and culture; (2) social structure; (3) social institutions; (4) socialization; (5) continuity and change; (6) social problems; and (7) the research process. For each unit both county and state student performance standards are articulated as well as standards of excellence. (DB)

ED 335 294 SO 030 428

Elliot, James J.; Bates, Don L.
Psychology Curriculum.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Curriculum Guides; Grade 11; Grade 12; High Schools; *Psychology; Social Sciences; Social Studies; Student Educational Objectives
IDENTIFIERS- Florida; Seminole County School District FL

This guide from the Seminole County School Board (Florida) outlines the curriculum for a psychology course offered to 11th and 12th grade students. Five units are covered in the course: (1) introduction; (2) the workings of the mind and body; (3) human development; (4) psychological theories; and (5) human relations. For each unit both county and state student performance standards are included as well as standards of excellence. (DB)

ED 335 295 SO 030 429

The Seminole County 12th Grade Economics Curriculum Guide.
PUB DATE- 90
NOTE- 204p.
LANGUAGE- English

outlines salient features of the Austin Teacher Program redesign. Four common themes emerge from commentary during recent years on the status of American education: increasing external control; changing demographics; attracting quality teachers; and technological impact. The Austin Teacher Program faculty identified external and institutional constraints and influences on policy making and conducted a situation and goal analysis. The conclusions drawn from this process provided direction for redesign of the program and are reflected in the curriculum design and structures developed to support the program. To facilitate planning, a profile of an "Austin Teacher Program Graduate" was devloped. Four constructs were identified as a conceptual framework for guiding the redesign of the program: collaboration, inquiry, reflection, and critique. These constructs are built into each course and field experience of the 5-year program. The courses which make up the curriculum are briefly outlined. (IAH)

ED 335 315 SP 033 190

A Snapshot of Teacher Supply and Demand in Alberta, 1989-90. Results of the Conference of Alberta School Superintendents Survey on Teacher Hiring.
PUB DATE- 90
NOTE- 90p.; A project of the Cooperative Committee on Research in Teacher Education (CCRTE).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Employment Patterns; Faculty Mobility; Foreign Countries; Rural Schools; Surveys; Teacher Distribution; Teacher Recruitment; *Teacher Selection; *Teacher Supply and Demand; *Teaching (Occupation); Urban Schools
IDENTIFIERS- *Alberta

This paper on teacher hiring for 1989-90 addresses differences among the geographic regions of the province of Alberta, as well as the differences between the urban and rural school boards regarding the proportion of new teachers on staff, teacher turnover, teacher vacancies, teacher recruitment, teacher mobility, teacher hiring by specialty areas, and the age and gender of teachers hired. A map is provided showing the education zones and the urban centers in Alberta. The report is divided into five chapters: (1) an executive summary; (2) introduction; (3) implications of the results of the Conference of Alberta School Superintendents Survey (CASS) Survey; (4) highlights of the results of the CASS Survey; and (5) a provincial summary of superintendents comments. Appendixes A-J include provincial results; comments and results from major urban boards and zones 1-6; the survey instrument; and information on the Alberta Teaching Force, 1981-1990. (LL)

ED 335 316 SP 033 198

Reboy, Lisa M.
Teaching for Transfer: The Role of Contextualized Instruction.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Context Effect;

Development; Videotape Recordings

Adjustments to the case study approach are recommended to address three major areas of difficulty for foreign students in master s-level marketing education programs: (1) language-related problems; (2) unfamiliar class format and methodology; and (3) lack of cultural background knowledge. For language-related problems, case studies are a good basis for adding topical supplemental readings from textbooks and business journals. However, teachers need to be aware that use of metaphors in marketing is a particularly difficult area for non-native speakers, and the conventions governing student-teacher classroom interaction may be unknown to the student, inhibiting participation. A possible sequence of case study topics includes consumer behavior, market research and segmentation, and marketing mix. (Two videotapes are recommended.) Foreign students may not understand the concept of case studies, that there is no right or wrong answer to a problem, but that the case can be used to discuss effective and ineffective handling of a situation. Participation and grading expectations should also be openly explained. Foreign students familiarity with well-known U.S. companies can be increased through supplementary texts and an author-produced listing of firms, with notes on their corporate images. (MSE)

ED 334 855 FL 019 308

Trivelli, Remo J.
Teaching Business Italian.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; College Second Language Programs; Course Descriptions; *Course Organization; Field Trips; Higher Education; *Italian; *Languages for Special Purposes; Second Language Instruction
IDENTIFIERS- *University of Rhode Island

The University of Rhode Island s business Italian course is an advanced language course whose focus is the Italian business world and its reflection of values, customs, and traditions. The course begins with presentations on salient features of contemporary Italian, such as syntactical simplification and nominalization, and how the social, economic, and political situation influences Italian business. The remainder of the course consists of classroom lessons with assignments and activities, and visits to Italian-owned companies, the university library, and a state briefing center for prospective foreign investors. A typical class lesson includes brief thematic oral reports, lexical review, discussion of assigned readings, analysis of forms of business communication, background on the next topic, an assignment, and role-playing, listening comprehension exercises, a small group activity, and/or discussion of a relevant Italian short story, poem, or film. Readings are from current newspapers and magazines. Written work consists of preparation of summaries and comments on readings, invoices, budgets, evaluation forms, business letters, and a curriculum vitae. Guest speakers also visit. Students prepare final projects, and an overseas internship program has been established. Curriculum development plans decide whether a class should be large or small, it was concluded that questions of course purpose, instructor teaching style, facilities and resources available, and the importance of a common experience for students all entered into the decision. Results of the survey and literature search also produced tips on teaching large classes that cover lecturing, discussion, writing, other learning activities, learning environments, communication style, testing, grading, and administration. (20 references) (JB)

ED 334 876 HE 024 083

Shalala, Donna E.; And Others
Mandate for a New Century: Reshaping the Research University s Role in Social Policy. Eleventh David Dodds Henry Lecture.
PUB DATE- 31 Oct 89
NOTE- 57p.; Speech given at the University of Urbana-Champaign (Urbana, IL, October 31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Institutional Role; *Policy Formation; *Problem Solving; *Research Needs; Research Universities; Research Utilization; Scientific Methodology; *Social Problems; Social Studies; Speeches

A speech by Chancellor Donna E. Shalala of the University of Wisconsin, Madison, is presented; it calls for a broadening university commitment to societal issues and for the university to engage in basic research on social policy issues in a fashion similar to the fundamental science and technology research currently undertaken. The lecture articulates a vision of the land-grant mission for public research universities of the 21st century and also calls for the research university, receiving funding from the general public, to work with a greater sense of public service in helping society to grow healthy and prosperous. In addition to the speech, three responses by administrators and scholars from the University of Illinois, Urbana-Champaign are provided, as well as questions from the audience, and Chancellor Shalala s responses to these questions. The formal responses are from the following personnel at the University of Illinois at Urbana-Champaign campus: Morton W. Weir, Chancellor of the university; P. David Pearson, Dean, College of Education; and Dianne M. Pinderhughes, Associate Professor of Political Science and Acting Director, Afro-American Studies and Research Program. (GLR)

ED 334 877 HE 024 158

McPherson, Michael S.; Schapiro, Morton Owen
Selective Admission and the Public Interest. Selective Admission Series.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.; Teagle Foundation, New York, NY.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admission Criteria; College

research, academic instruction, public service, student services, institutional support, and academic support. This section also reports on FY 1992 appropriations, renewal and replacement projects funded in FY 1991, and the direct and full costs associated with such broad areas as instruction and research, as well as for individual majors at each institution. The student section of the report displays academic and vocational student full-time enrollment from fall 1986 through fall 1990, as well as academic and vocational headcount enrollment at the postsecondary education institutions. Additionally, this section contains student fee revenue statistics from FY 1989 and FY 1990. A salary equity study of average faculty salaries at Idaho s four-year public colleges and universities compared with peer institutions in the West is the subject of the third section. Finally, revenue sources and expenditures are provided for intercollegiate athletics for FY 1990 and estimated revenues and expenditures for FY 1991. (GLR)

ED 334 896 HE 024 724

Simpson, Edwin L.
Coping with Academic Career Malaise.
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Guidance; *College Faculty; Employee Attitudes; Higher Education; Individual Development; Individual Psychology; *Job Satisfaction; Life Satisfaction; Organizational Climate; *Self Actualization; Self Efficacy; *Vocational Maturity; Work Attitudes

This paper addresses the issue of career unhappiness among academic professionals and ways academics cope with this problem. Various signs and symptoms of career blockage are discussed such as dissonance and disillusionment in the job, the non-realization of gender-specific expectations, and the feeling of career plateauing. Four stages of the regenerative process are discussed. These stages are: (1) awareness of internal dissonance and professional disorientation; (2) examination of values, attitudes, and options; (3) selection of a course of action and acquisition of needed knowledge and skills; and (4) internalization of a different role perspective. Areas of faculty development whereby faculty can learn more about and act upon their professional goals, attitudes, and competencies are examined next. It is noted that the way colleges and universities are organized and function has a great deal to do with the effectiveness of faculty efforts to meet renewal needs. Finally, questions are provided to assist in creating the professional/personal development program and for guiding the regenerative process. Contains six references. (GLR)

ED 334 897 HE 024 725

Delene, Linda; Bunda, Mary Anne
The Assessment of Service Quality in Higher Education.
PUB DATE- 16 Jul 91

present data on the relationship between college admission test scores, tutoring attendance, and grades. (JB)

ED 334 916 HE 024 752

Hudson, J. Blaine
An Analysis of ACT Scores, Placement Tests, and Academic Performance in Reading, English, and Mathematics Courses.
PUB DATE- 21 Jul 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Advising; Basic Skills; College English; *College Entrance Examinations; College Freshmen; College Mathematics; Higher Education; *Performance Factors; Predictive Measurement; *Predictor Variables; Racial Differences; Reading Achievement; Scores; Sex Differences; *Student Placement; *Test Use
IDENTIFIERS- University of Louisville KY

This study sought to examine American College Test (ACT) and basic skills placement test score patterns; the use of these test scores in academic advising; student performance in freshman level reading, English, and mathematics courses; relationships among these factors and their power to predict or account for placement and performance; and differences in the patterns of placement and performance by academic/enrollment unit, race, and sex. The study s population was all first-time students (N=1,854) admitted for Summer or Fall 1988 at the University of Louisville (Kentucky). The study found that advisors do use the ACT and other scores to place students in certain types and levels of courses, which serves to institutionalize the patterns of difference by race and sex that appear in test scores. However, the study also found that when students were allowed the opportunity to perform, their academic performance patterns did not conform to the test score and placement patterns noted. For example, female students earned consistently higher grades than male students, although female students had lower ACT scores and mathematics placement test scores. Race had no statistically significant bearing on performance except in mathematics. (JB)

ED 334 917 HE 024 753

Hudson, J. Blaine
The Impact of Minimum Admission Standards: 1986-1989.
PUB DATE- 5 Mar 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; *Admission Criteria; *College Admission; College Entrance Examinations; College Freshmen; Educationally Disadvantaged; Higher Education; *Open Enrollment; Prediction; Racial Differences; School Policy; Scores; *Selective Admission; Student Placement; Tutoring
IDENTIFIERS- *University of Louisville KY

The University of Louisville (Kentucky) adopted a policy of using American College Test (ACT) scores and high school grades as admission criteria, while allowing students who did not qualify an opportunity to demonstrate their actual level of preparation through additional testing and an interview. This study of 508 minimum admission applicants assessed the degree to which the

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Decision Making; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Faculty Promotion; Higher Education; Instructional Improvement; Portfolios (Background Materials); Teaching (Occupation); Tenure
IDENTIFIERS- *Teacher Portfolios

This book examines the teaching portfolio approach to evaluating classroom performance of college instructors. It identifies key issues, warnings, and benchmarks for success. It differentiates between portfolios for personnel decisions and portfolios for teaching improvement. It describes how 10 different institutions use portfolios. It lists 30 possible portfolio items. Included are eight actual teaching portfolios from several disciplines. Includes 18 references. (DB)

ED 334 937 HE 024 773

Smith, Page
Killing the Spirit: Higher Education in America.
PUB DATE- 90
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Instruction; *College Role; *Educational Change; Educational History; *Educational Philosophy; Educational Trends; Government School Relationship; *Higher Education; Opinions; Political Attitudes; Political Issues; Politics of Education; Publish or Perish Issue; *Research; Research Methodology; School Business Relationship; School Policy; Teacher Attitudes

This critique of higher education makes the case that the decline of America s colleges and universities is directly related to the trend toward research and away from teaching. The book claims that: (1) the "publish or perish" dictum generates useless research and articles, while leading professors away from their students in the pursuit of tenure; (2) academic fundamentalism, the refusal of professors to acknowledge ideas that do not fit their own agenda, is on the rise; (3) the misapplication of the scientific method to such fields as literature and history is both limiting and destructive; and (4) universities are becoming increasingly dependent on government and big business as these entities award more research grants. The 18 chapters have titles including the following: "The Emergence of the University," "The State Universities," "Growing Pains," "The Education of Women," "The War between Science and Religion," "Ph.D. and Tenure," "Higher Education in the Twentieth Century," "The Revolt of the Youth," "Publish or Perish," "The Social Nonsciences," "The Inhuman Humanities," "Women s Studies," and "Reviving the Spirit." (DB)

ED 334 938 HE 024 782

Hansen, Edmund; And Others
Computer Conferencing for Collaborative Learning in Large College Classes. Final Report of a Grant Project Conducted by the Division.
SPONS. AGENCY- Telecommunications Advancement Foundation, Tokyo (Japan).

Student Loan Programs; *Student Recruitment; Students
IDENTIFIERS- Department of Education; *Fraud; Guaranteed Student Loan Program

This document reports oral testimony and prepared statements of persons who testified at hearings on abuses in federal student aid programs. Witnesses included proprietary school owners, officials from accrediting bodies and other educational organizations. Their testimonies focused on the various problems and discrepancies occurring within the federally guaranteed student loan program, and specifically, the Triad system of state accreditation/certification involving self regulation by industry, eligibility conferred by the U.S. Department of Education on trade and proprietary schools, and the victimization of proprietary students by school owners. (LPT)

ED 334 957 HE 024 912

Abuses in Federal Student Aid Programs, Hearing Before the Permanent SubCommittee on Investigations of the Committee on Governmental Affairs. United States Senate, One Hundred First Congress, Second Session, Part 3: Lenders, Guarantee Agencies, Loan Servicers, and the Secondary Market (September 25, 26, 1990).
PUB DATE- 90
NOTE- 884p.; Not available in paper copy because of small/broken print. For related documents, see HE 024 910-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Role; Federal Aid; Higher Education; Loan Default; Private Agencies; Program Effectiveness; *Program Evaluation; *Proprietary Schools; State Licensing Boards; *Student Financial Aid; *Student Loan Programs; Students
IDENTIFIERS- Department of Education; *Fraud; Guaranteed Student Loan Program; Higher Education Assistance Foundation

The congressional hearing report scrutinized the role of banks, guarantee agencies, student loan secondary markets, and loan servicers in the operation of federal student aid programs. Program weaknesses which have contributed towards to abuse and fraudulent practices of federally backed student loans were identified. Witnesses included officials from major banks, guarantee agencies, loan services and student aid commissions and their testimonies focused on matters such as: guarantee agency solvency, the economics of student lending, institutional default rates, loan defaults, mismanagement of programs, and program reform, among other issues. (LPT)

ED 334 958 HE 024 913

Abuses in Federal Student Aid Programs, Hearings Before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate. One Hundred First Congress. Second Session, Part 4.
PUB DATE- 10 Oct 90
NOTE- 269p.; Not available in paper copy because of small/broken print. For related documents, see HE 024 910-912.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Crime Prevention; Federal Aid; Higher Education; Postsecondary Education; Private Agencies; *Proprietary

DESCRIPTORS- *Communication (Thought Transfer); *Computer Assisted Instruction; Computer Simulation; Courseware; Feedback; *Instructional Design; *Interaction; Learner Controlled Instruction; *Man Machine Systems; Models

Arguing that what sets the computer apart from all other teaching devices is its potential for interactivity, this paper examines the concept of interactivity and explores ways in which its power can be harnessed and put to work. A discussion of interactivity in human-to-human communication sets a context within which to view human/computer interaction by looking at the Shannon-Weaver and the Berlo models of communication. Selnow s critical features of interaction are examined, along with Berlo s four levels of communicative interdependence: definitional-physical interdependence; action-reaction interdependence; interdependence of expectations; and interaction. It is noted that Berlo s levels hold many lessons for designers of instructional software. SimCity is then briefly described as a program that allows the student to become a part of its world, where the computer seems to be replaced by an entity whose responses are highly related to the user s responses. A "recipe" for interactivity is proposed which calls for the following ingredients (variables): immediacy of response; non-sequential access to information; adaptability; feedback; options; bi-directional communication; and interruptability. Discussions of the findings of research on the advantages (and drawbacks) of learner control and adaptive instruction conclude the paper. A final statement makes the point that computer instruction systems should emulate, to the greatest extent possible, the richness and flexibility found in human/human interaction while concomitantly exploiting the unique capabilities computers have to offer, thus making the computer and the student partners in the critical art and science of education. (61 references) (BBM)

ED 334 977 IR 015 140

Caffarella, Edward P.; Sachs, Steven G.
Doctoral Dissertation Research in Instructional Design and Technology from 1976 through 1988.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. For a directory of the dissertations from 1977-1986, see ED 307 852.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Dissertations; *Doctoral Programs; Higher Education; *Instructional Design; *Instructional Development; Research Design; *Statistical Data

This study presents several analyses of doctoral dissertation research completed by students in instructional design and technology (ID&T) programs from 1977 through 1988: (1) the number of dissertations completed during each of the 12 years; (2) the 46 U.S. institutions at which the research was done and the number of doctoral degrees in ID&T awarded by each; (3) a historical analysis of dissertation research in ID&T; (4) a comparison of the research during the current period with dissertation research completed since 1921; and (5) a comparison of the 10 most prolific ID&T programs over the past 70 years. (12 references) (BBM)

ED 334 978 IR 015 141

Mattoon, Joseph S.; And Others
Learner Control versus Computer Control in Instructional Simulation.
PUB DATE- 91
NOTE- 19p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Higher Education; *Intermode Differences; *Learner Controlled Instruction; Locus of Control; Microcomputers; Multivariate Analysis; Time on Task
IDENTIFIERS- *Challenge Level

This document reports an experiment designed to assess the effects of learner control over the level of challenge in computer-assisted instruction (CAI) and collect data that will guide the design of future learner control experiments. The subjects were 78 undergraduate students in the College of Education at a large public university. The CAI included a simulation of an aviation instrument and taught subjects how to locate an aircraft s position in space by interpreting a complex display. Instructional research has not yielded the empirical information necessary to develop prescriptions for employing learner control features in this type of CAI. Three treatments that varied the subject s control over the level of challenge were compared: learner control, computer control, and learner control with advisement. Results indicated that learner control did affect subjects time on task on an immediate test, but this effect appeared to be temporary. The change in time on task was probably caused by the way subjects adjusted their challenge level. Subjects who received advisement tended to set challenge levels higher and adjusted the challenge more frequently. One table and three figures are appended. (12 references) (Author/BBM)

ED 334 996   IR 015 163

Misanchuk, Earl R.; Schwier, Richard
Interactive Media Audit Trails: Approaches and Issues.
PUB DATE- 91
NOTE- 26p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Feedback; Formative Evaluation; *Hypermedia; *Instructional Design; *Learner Controlled Instruction; *Multimedia Instruction; Qualitative Research; Research Methodology
IDENTIFIERS- *Audit Trails

This discussion of uses for audit trails in instructional research begins by pointing out that interactive media provide the learner with the opportunity to shape the program, and consequently, the learning experience. The paper focuses on one of the new questions for instructional designers that have come with the advent of these technologies, i.e., the determination of the effects of taking different paths through instruction.

development; (9) the current exhibit development process; and (10) instructional developers in the exhibit development process. Additional respondent comments are also discussed, and a number of recommendations are presented for museum administrators. (7 references) (BBM)

ED 335 013 IR 015 180

Shih, Mei-Yau; Zvacek, Susan M.
Distance Education in Taiwan: A Model Validated.
PUB DATE- 91
NOTE- 10p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Cultural Influences; Delivery Systems; *Distance Education; Educational Change; Educational Objectives; Educational Technology; *Educational Theories; Foreign Countries; Higher Education; *Models; Open Universities; Program Evaluation
IDENTIFIERS- *National Open University (Taiwan)

The Triad Perspective Model of Distance Education (TPMDE) guides researchers in developing research questions, gathering data, and producing a comprehensive description of a distance education program. It was developed around three theoretical perspectives: (1) curriculum development theory (Tyler s four questions, 1949); (2) systems theory (Banathy, 1973); and (3) adoption and diffusion of innovations (Rogers, 1983). A new graphic representation of the TPMDE which emphasizes the dynamic, three-dimensional nature of the model was used to guide a study of the Taiwan National Open University (NOU). NOU was established in 1986 incorporating distance learning/teaching concepts from the British Open University and the structure of distance education from Japan. The methods of instructional delivery--television, video, computer, or phone lines--were novel to most teachers and students, and the primary criticisms of distance education have arisen from marked differences between the new program and the traditional Chinese teacher-learning environment. Using the TPMDE s four levels of reference, distance education at NOU was examined from social/environmental perspectives. First, the objectives and goals of NOU and how it approached them were identified. Expectations and perceptions of NOU by other society members and students were also studied and revealed differences between NOU students and conventional university students. The second level permitted a closer investigation of the program structure and innovation itself to determine and evaluate the effectiveness of the interactions of the various components of the program. The third level of the model, process, was concerned with the program s development over time, and evaluation was the fourth level. Suggestions for further research for the NOU conclude the paper, and depictions of the model ("glassview" and "original" TPMDE) are appended. (11 references) (BBM)

ED 335 014 IR 015 181

Smith, Margaret Ann; Smith, Patricia L.
Effects on Concretely versus Abstractly Illustrated Instruction on Learning Abstract Concepts.
PUB DATE- 91

steering committee members; "quotable quotes" from the conference keynote speakers; and the names and addresses of the White House Conference Delegates and their alternates. Concluding the document are the 23 conference resolutions which fall under the following broad headings: (1) intellectual freedom; (2) equal access; (3) family literacy; (4) partnerships; (5) global marketplace; (6) networking; (7) national access; (8) user friendliness; (9) literacy mission; (10) library education; (11) missions and marketing; (12) information centers; (13) cooperative programs; (14) librarian general; (15) national campaign; (16) productive citizens; (17) information literacy; (18) diversity; (19) diverse work force; (20) scientific and technical information; (21) federal incentives; (22) clearinghouse; and (23) diversified funding. (MAB)

ED 335 032 IR 053 587

Palais, Elliot S., Comp.
Primary Sources in History: A Guide to Microform Collections at Arizona State University. Second Edition.
SPONS. AGENCY- Arizona State Univ., Tempe. Univ. Library.
PUB DATE- Jan 91
NOTE- 229p.; Sabbatical project, Arizona State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Archives; *Databases; Films; Higher Education; *History; *Library Collections; *Microforms; Online Catalogs; Online Searching; *Primary Sources; Shared Library Resources
IDENTIFIERS- Arizona State University

This guide describes history source materials available at Arizona State University (Tempe), as well as a selection of microforms located at other universities in Arizona and the Center for Research Libraries. Its purpose is to promote the use of sets and collections that, because of their publication in microformat, are relatively neglected. A secondary purpose is to encourage shared use of the expensive collections among the state s academic institutions. The materials included generally fall into one of the following categories: papers of individuals or organizations; U.S. National Archives films; and collections of diverse materials. The entries are arranged by broad subjects and there is an author/title index. Most entries have extensive notes, derived from a number of sources, describing the scope and content of the collection. The text is maintained in Notebook (Pro Tem) databases software and is revised as needed. The database may be searched by words in any field (i.e., title, notes, keywords). Each entry consists of the title, call number and location, number of reels or microfiche if known, an index or guide (which provides information on techniques for searching the collection in the online catalog when possible); scope and content sections (which provide details on the subject and arrangement of the collection); and subjects for searching. (Author/MAB)

ED 335 033 IR 053 634

A Brief Report of Statistics: 1988 Survey of School Library Media Programs in Wisconsin.
PUB DATE- Mar 91
NOTE- 14p.
LANGUAGE- English

Pracht, Carl Joseph
Library Skills for ESL Students.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; English (Second Language); *Foreign Students; Higher Education; Learning Activities; Lesson Plans; *Library Instruction; Library Skills; Teaching Guides
IDENTIFIERS- Southeast Missouri State University

"Library Skills for ESL Students" is a teacher s manual for a university-level course for international students offered at Southeast Missouri State University. This manual includes most things necessary to teach this course: curriculum guide, syllabus, lesson plans, tests, quizzes, and exercises. Several problem-solving exercises are included to reinforce the course content and to provide the students with personal learning experiences. The course is designed to include lectures, discussions, and practice in the use of the library. Areas included in this course are: (1) the card catalog; (2) indexes; (3) abstracts; (4) reference materials; and (5) government documents. The manual can also be used with regular university students with a little adaptation. (Author/KEM)

ED 335 052 IR 053 682

Fast Facts: Recent Statistics from the Library Research Service. Nos. 36-40. November 3, 1990-May 3, 1991.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; Elementary Secondary Education; *Employment Opportunities; Fees; Higher Education; *Learning Resources Centers; Librarians; *Library Expenditures; Library Research; *Library Statistics; *Public Libraries
IDENTIFIERS- *Repetitive Strain Injuries

Each of five issues of this newsletter focuses on one topic. The topics covered are: (1) Employment Outlook for Librarians in Colorado, 1990-1995; (2) Repetitive Strain Injuries among Personnel in Large-Staff Public Libraries in Colorado, 1990 (10 references); (3) Overdue Fine Rates Charged by Public Libraries in the Metro Denver Area, 1991; (4) Colorado College & University Libraries: Economies of Scale or Mediocrity?; and (5) Library Media Expenditures Fail To Keep Pace with Inflation. Individual issues range from one to eight pages and most include graphs displaying statistics. (BBM)

ED 335 053 IR 053 683

Painter, Chris; Crocker, Maureen
Rated "A" for Adult: A Guide to Library Programming.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. State Library and Adult Education Office.
PUB DATE- Mar 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

the employer needs assessment report and survey instrument; subcommittee report summaries; and the evaluation survey instrument. (PAA)

ED 335 070 JC 910 351

Duncan, Ann Huberty
A Study To Identify Desired Leadership Competencies for Future Chief Executive Officers of American Community and Junior Colleges.
PUB DATE- 88
NOTE- 495p.; Ed.D. Dissertation, Pepperdine University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; Administrator Selection; Check Lists; *College Presidents; Community Colleges; Leadership; *Leadership Qualities; *Leadership Styles; Literature Reviews; Two Year Colleges

In 1988, a study was conducted to identify the leadership competencies desired of future chief executive officers (CEO s) of American community and junior colleges. To collect data for the study, a literature review was conducted and interviews were conducted with CEO s, senior line executives, and governing board officers in 10 community and junior colleges. Inventories of leadership traits and behaviors emerging from the literature and personal interviews were compared, and a list of leadership competency areas was developed and validated by a national panel of experts. The resulting checklist of competency areas included: (1) "The Gestalt of Leadership," including intrapersonal, interpersonal, ethical/moral, intellectual, and physical traits; (2) "Institutional Revitalization and Renewal," including vision, image, institutional advancement, social culture, strategic planning, change, and risk taking; (3) "Ethical Leadership," which also includes servant leadership; (4) "Institutional Mentoring and Empowerment," including motivation, teaching, lifelong learning, open communication, collaborative government, management, and decision-making; (5) "Political Leadership," which includes community relations; and (6) "Institutional Conceptualization and Survival." Conclusions about the value of such a checklist are presented. Appendixes provide inquiry forms, responses, and definitions. (JMC)

ED 335 071 JC 910 353

California Community Colleges. Improving It: Accountability by Design.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College Planning; *Community Colleges; *Evaluation Criteria; *Organizational Effectiveness; Outcomes of Education; Pilot Projects; Program Effectiveness; Program Implementation; *Self Evaluation (Groups); Two Year

Hudgins, James
Institutional Effectiveness: A Strategy for Institutional Renewal.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *College Planning; Community Colleges; Educational Legislation; Evaluation Criteria; *Organizational Effectiveness; Outcomes of Education; Role of Education; *Self Evaluation (Groups); Two Year Colleges

Efforts to assess institutional effectiveness not only enable community colleges to meet accreditation mandates, but can also serve as a catalyst for institutional renewal. Institutional effectiveness has become an important topic for the 1990s as a result of past neglect of accountability, new legislative mandates for education, changes in accreditation criteria from process-oriented to outcomes-oriented, and a renewed interest on the part of colleges in improving the quality of instruction. To assess institutional effectiveness a college must define the mission of the college; articulate the major results that are expected from the achievement of the mission; and determine the specific evidence that will be acceptable to determine whether those results have been achieved. At a minimum, institutional assessment processes will require that institutions: (1) articulate their mission; (2) establish a planning mechanism; (3) develop an evaluation system; (4) identify critical areas of success; (5) establish priority standards upon which the college can judge its effectiveness; (6) determine mechanisms for documenting if the established standards have been met; and (7) utilize the results of assessment for decision making. In addition, colleges must enlist the support of the president and board of trustees, involve all units of the college, and determine how to pay for assessment. Indicators of effectiveness might include transfer student success, job placement rates of graduates, employer satisfaction, and economic impact of the institution. Institutions should publicly recognize individuals and departments that make significant contributions toward achievement of the college s mission. (PAA)

ED 335 088 JC 910 381

Walleri, Dan, Ed.; And Others
Effectiveness and Student Success: Transforming Community Colleges for the 1990 s. Proceedings from the Conference (Chicago, Illinois, June 25-27, 1989).
PUB DATE- 89
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Planning; Community Colleges; Educational Improvement; Faculty Development; *Outcomes of Education; *School Effectiveness; *Student College Relationship; Two Year Colleges; Two Year College Students

The eight general session, exemplary practice, and roundtable papers contained in this conference proceedings report focus on various aspects of institutional effectiveness and student outcomes. The volume includes: (1) "Effectiveness and Student a regular column featuring a volunteer and calling attention to their business or professional achievements. In addition, the college president should keep in touch with the volunteer staff and find mechanisms to recognize publicly the achievements of the volunteers. (PAA)

ED 335 105 JC 910 404

Trustee Quarterly, 1991.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrative Policy; Administrator Responsibility; Affirmative Action; Board Administrator Relationship; *College Administration; College Planning; *Community Colleges; Educational Finance; Futures (of Society); *Governing Boards; *Trustees; Two Year Colleges

These four issues of "Trustee Quarterly" focus on topics of current concern to community college trustees. The winter 1991 issue contains articles examining the trustee role in helping diverse students achieve, a reconceptualization of community college finance, the development of a statewide communications plan by the Washington trustees, an ethics policy developed at Richland Community College (Illinois), a campus trends report focusing on faculty shortages and general education requirements, and a commentary on two initiatives offering promise for vocational education. The spring 1991 issue discusses a vision of the Association of Community College Trustees (ACCT s) future, recruiting and retaining minority faculty, the benefits of community college wellness programs, community college fundraising, the responsibilities of a board chair, and a commentary on the importance of quality in the community colleges. The summer 1991 issue features articles on the dangers of special interests to community college boards, effective board/president relations, the implementation of a comprehensive salary reduction plan in Rhode Island, the consequences of budget cuts in North Carolina, the trustee role in a college s public relations plan, and a commentary on the community college s latest mission. The final issue, fall 1991, contains articles examining the deficit dilemma, how well the system works when governors appoint local community college board members, the role of the interim president, the economic impact of Garden City Community College (Kansas), the success of Los Rios Community College District (California) transfer students, and a commentary on trustees selection of future community college presidents. (JMC)

ED 335 106 JC 910 405

Brosseau, Gayle D.
Future Teachers Institute: Design/Implementation/Recommendations.
PUB DATE- Jun 91
NOTE- 561p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Career Ladders; Community Colleges; Curriculum Development; Guides; *Intercollegiate Cooperation; *Preservice Teacher Education;

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Emotional Problems; *Family Influence; *Family Structure; Grade 8; Junior High Schools; Junior High School Students; National Surveys; *Preadolescents; *Sex Differences

This study gauged the effects of divorce and remarriage on the emotional adjustment of young adolescents. Using a large and nationally representative sample of eighth graders, the study investigated the incidence of school-related emotional and behavioral problems associated with variation in family structure. Data were collected on: (1) family structure; (2) dependent measures of behavioral or emotional problems; and (3) demographic variables that were introduced as statistical controls. Family configurations included intact family; mother/stepfather; father/stepmother; mother alone; and father alone. Statistical controls included gender, race and ethnicity, mother s age, socioeconomic status, and number of siblings. Findings indicated that the sorts of emotional adjustment problems studied were related to the structure of the family with which adolescents resided. School-related behavioral problems were between two and four times as likely in single-parent or stepfamilies as in intact families. Parent-reported emotional problems of children were more common among nontraditional family structures. Eighth graders were at least as likely to experience problems in households occupied by stepfamilies as in single-parent households. (RH)

ED 335 126 PS 019 687

Duncan, Robert M.
An Examination of Vygotsky s Theory of Children s Private Speech.
SPONS. AGENCY- Wilfrid Laurier Univ., Waterloo (Ontario).
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Difficulty Level; *Egocentrism; Foreign Countries; Novelty (Stimulus Dimension); *Performance Factors; Piagetian Theory; *Preschool Children; Preschool Education; Research Methodology; Sex Differences; Theories
IDENTIFIERS- Canada; *Private Speech; *Vygotsky (Lev S)

In this study, Vygotsky s theory of the interpersonal origin and cognitive-developmental function of children s private speech is outlined and compared with Piaget s view of egocentric speech, and some contemporary North American research on children s private speech is reviewed. For the study, 32 preschool-aged children were videotaped during two sessions while they worked on story-sequencing tasks that had been adapted from the revised Wechsler Intelligence Scale for Children. Findings indicated that participants produced more private speech while working on difficult items than while working on easy items. The overall coefficient of egocentrism was negatively correlated with overall task performance and positively correlated with age. Analysis by functional and developmental categories of private speech showed a theoretically consistent reversal from the first session to the second session, from predominance of descriptive speech over planned, self-guiding speech, to predominance of the latter over the former. Advantages of a cross-session rather than are included. (BC)

ED 335 147 PS 019 786

Gelfer, Jeffrey I.; Perkins, Peggy G.
Developing Student Portfolios for Young Children: A Grading, Marking and Reporting Alternative That Fosters Communication with Families. A Conference Paper.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Coalition for Campus Child Care, Inc. (Minneapolis, MN, April 10-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Day Care; *Definitions; Early Childhood Education; Educational Practices; *Family School Relationship; Guidelines; *Organization; *Portfolios (Background Materials)
IDENTIFIERS- *Functional Properties

Student portfolios provide information for the teacher, help children question and reflect on their work, communicate progress and growth to parents and teachers, and are useful in developing and evaluating children s school programs. To obtain a more adequate notion of what a student portfolio is, it is useful to ask five questions: (1) What do portfolios look like? (2) How is a portfolio organized? (3) What contents are included in a portfolio? (4) What type of selection process could one use to determine the portfolio s contents? and (5) How will the portfolio be evaluated and reported? These questions are discussed. (RH)

ED 335 148 PS 019 790

Ford, Mary L.
A Model Program To Improve Study Skills and Academic Performance of Low Achieving Third Grade Students.
PUB DATE- Apr 91
NOTE- 72p.; Educational Leadership Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Discipline; *Elementary School Students; Elementary School Teachers; Grade 3; *Learning Readiness; *Low Achievement; Primary Education; Rewards; *Student Behavior; *Study Skills
IDENTIFIERS- *Assertive Discipline; Self Monitoring

This report describes a model academic improvement program for 18 third graders with low achievement. Data from a questionnaire filled out by four teachers and from observations by the teachers revealed that students targeted for the program demonstrated low learning readiness skills, which resulted in less than desirable behavior, study skills, and academic performance. In order to enhance performance in these areas, a 10-week program was implemented. The program included the: (1) Assertive Discipline Program, in which teachers received training concerning discipline competencies; (2) Study Skills Enhancement Plan; and (3) Academic Excellence Growth Plan, which included the Bring Up Grades Honor Roll Program. Students progress after 10 weeks was assessed by questionnaires filled in Appalachian Kentucky in 1939. Another reminiscence reflects on government notions of proper nutrition for schoolchildren during the past few decades. The document also includes poetry, music, three book reviews, and excerpts from a play about conditions in mining communities during the early 1930s. (TES)

ED 335 169   RC 017 533

Holding On to Home. A Reprint of Articles from the Gazette s Series on the Economy and Quality of Life in the Mountain State.
PUB DATE- Dec 89
NOTE- 40p.; Newspaper supplement, 11 inches by 14 inches.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attachment Behavior; Economically Disadvantaged; *Economic Change; Editorials; Emotional Response; Low Income States; Personal Narratives; *Quality of Life; Regional Attitudes; Rural Areas; *Rural Environment; *Rural Population; *Unemployment
IDENTIFIERS- *Community Ties; *West Virginia

In the 1980s West Virginia lost 70,000 mining and manufacturing jobs and nearly 4% of its population. Yet, despite the economic decline and a poverty rate of 23%, most West Virginians choose to stay. This series of newspaper articles focuses on why they stay. The story of one laid-off coal miner and his family illustrates the plight of many. Since their unemployment benefits ran out in 1983, this family has struggled along on welfare payments, food stamps, and odd jobs. Job retraining programs promise only minimum wage jobs, and rural residents such as these can not afford to commute to such jobs. Family members religious faith has sustained them, and close attachments to family and community tie them to home. Other articles outline statistics on population change, outmigration, unemployment, job market changes, and loss of federal aid; and discuss the collapse of coal industry employment, quality of life factors in the decision to remain, educational needs, job retraining, women in the work force, religious influences, financial aid for college tuition, the barter economy, and songs about attachment to home among West Virginians and other Appalachian people. Editorials discuss state trends in economic development and the threats of out-of-state garbage and rapacious strip mining. Dozens of letters to the editor tell why readers love their state: natural beauty, small communities, extended families, low crime rate, and relaxed lifestyle. (SV)

ED 335 170   RC 017 973

The Role of Agriculture in the Social and Economic Development of the Lower Mississippi River Delta Region. Proceedings of a Regional Conference (Memphis, Tennessee, February 26-28, 1990).
SPONS. AGENCY- Lower Mississippi Delta Development Commission, Memphis, TN.
PUB DATE- Feb 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agricultural Education; Agricultural Production; Agricultural Trends; *Agriculture; Blacks; *Economic Development; *Farmers; Higher Education; Land Grant

to the development of education in rural areas. Studies were conducted in China, the Philippines, Tanzania, Yugoslavia, Botswana, and Sierra Leone. The first section deals with the analytical study of information on educational legislation, and administrative and financial measures designed to facilitate access to all types and levels of education in rural areas, including measures studied in-depth in China, the Philippines, and Tanzania. Section two presents case studies on the role of the village school in the development of rural areas. Researchers studied two contrasting village schools in Serbia, Yugoslavia, the Community Junior Secondary School in Botswana, and three rural projects in Sierra Leone including the Bunumbu Teacher Training Project and its satellite schools. The final section contains findings and recommendations. The objectives of rural development should include balanced social and economic development. Priority should be given to: (1) the generation of new employment; (2) more equitable access to land and distribution of income; (3) widespread improvements in health, nutrition, and housing; (4) broadened opportunities for all individuals to realize their full potential through education; and (5) a strengthened role for rural people in making decisions that affect their lives. The three appendices are shortened forms of the studies on educational measures in China, the Philippines, and Tanzania. (KS)

ED 335 188 RC 018 274

Phipps, Maurice L., Ed.; Cash, Robin G., Ed.
Employee Preparation towards 2001. National Conference for Outdoor Leaders. Public, Commercial, and Non-Profit Partnerships Conference Proceedings (Gunnison, Colorado, September 27-30, 1990).
PUB DATE- 91
NOTE- 176p.; For individual presentations, see RC 018 275-281.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; *College Curriculum; Cooperative Learning; Degree Requirements; Disabilities; Futures (of Society); Higher Education; *Job Skills; *Outdoor Activities; *Outdoor Education; Professional Development; *Recreation; Rehabilitation
IDENTIFIERS- *Outdoor Leadership; Outdoor Recreation; Outward Bound

This conference proceedings reflects the views of participants on competencies that need to be taught in employee preparation for outdoor recreation. The conference addressed the following recommendations made by the President s Commission on American Outdoors: (1) assessing professional outdoor recreation education and training needs; (2) facilitating the formation of public, commercial, and non-profit partnerships to ensure that the college curricula requirements match identified professional skills needed in the field; and (3) addressing these needs in a format that will assist the development of college curricula designed to match the quality of physical recreation resources in America with a comparable quality and quantity of trained outdoor recreation personnel. The conference included panel presentations with subsequent question and answer periods, futurist keynote speakers, field trips, and working sessions. Working sessions were conducted through a nominal group process to elicit ideas from participants, followed by a modified Delphi process to rank order topics that were regarded as essential in future outdoor

Effective financial planning should involve the input of many school and community participants, a clear sense of priorities during budget construction, and cautious forecasting. (SV)

ED 335 207 RC 018 335

Gale, Nancy
Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; *Alaska Natives; *Alcohol Abuse; *American Indians; *At Risk Persons; Change Strategies; Community Action; Community Programs; Intervention; Prevention; Program Development; *Substance Abuse; Tribes
IDENTIFIERS- ERIC Digests

According to a national survey, about 80% of American Indian and Alaska Native youth have experimented with alcohol or drugs, compared to about 50% of youth nationwide. Particular risk factors for Native youth include low self-esteem, post-traumatic stress, and culture conflict arising from differences between traditional Native values and values of the dominant society. Increasingly, tribes and Native communities are taking steps to eliminate substance abuse and are becoming optimistic that success is possible. Native communities are recognizing that each community contains valuable resources in its own people, traditions, and spiritual values. Many tribal programs seek to improve the self-esteem of Native youth through participation in tribal culture and heritage. Physical challenge programs, tribally sponsored chapters of national youth organizations, and peer support groups provide a framework for accomplishment, self-actualization, and the development of healthy attitudes. Steps for developing a community program are: (1) getting community members together and asking them to define how alcohol and substance abuse specifically affect their youngsters; (2) encouraging community discussion of the problem; (3) identifying what is being done about the problem and where the gaps are; (4) working through a community committee to develop a plan, coordinate activities, and share responsibilities among community members; (5) identifying and use outside resources; and (6) keeping track of progress. (SV)

ED 335 208 SE 051 023

Rakow, Steven J.; Brandhorst, Terry R.
Using Microcomputers in Teaching Science. Fastback 297.
PUB DATE- 89
NOTE- 40p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Simulation; Computer Uses in Education; *Educational Technology; *Elementary School Science; Elementary Secondary Education; Optical Data Disks; *Science Instruction; *Secondary School Science; Telecommunications; Videodisks

Science Education Program. Included are: (1) an introduction of the framework and methodology of the program and its relationship to national concerns about science and mathematics education; (2) Part One, which contains highlights of the findings at the state level and an overview of the collaboration strategies for both the elementary/secondary components and the higher education components at the state level; (3) Part Two, which contains the operations of the program at the local level, and findings about the special issues related to local-level agencies; (4) Part Three, which contains participation figures, strategies, impacts, and special issues regarding the operation of the higher education component of the program; (5) Part Four, which contains the overarching themes and contributions of the program as a whole to the reform movement in mathematics education; and (6) a conclusion that the program occupies an otherwise unfilled niche among reform initiatives, that the program expands the array of professional development opportunities for students, that the program supports leadership at all levels, but does not create it, and that the program provides a necessary, but insufficient, resource for promoting sustained change in mathematics and science teaching practices. A 41-item bibliography is followed by three appendices: the Title II Eisenhower legislation, the survey instruments and a description of the survey methodology. (JJK)

ED 335 227 SE 052 197

Davidson, Neil, Ed.
Cooperative Learning in Mathematics: A Handbook for Teachers.
PUB DATE- 90
NOTE- 417p.; Sponsored by the International Association for the Study of Cooperation in Education and the Math in Action Project of the San Francisco School Volunteers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Calculus; *Classroom Techniques; College Mathematics; Computer Assisted Instruction; *Cooperative Learning; Discovery Learning; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Group Activities; Group Status; Higher Education; Learning Activities; *Learning Strategies; Manipulative Materials; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Multicultural Education; Multilingual Materials; Problem Solving; Resource Materials; *Resource Units; Secondary School Mathematics; *Small Group Instruction; Teaching Guides; Teaching Methods
IDENTIFIERS- Netherlands

Small-group cooperative learning provides an alternative to both traditional whole-class expository instruction and individual instruction systems. The procedures described in this volume are realistic, practical strategies for using small groups in mathematics teaching and learning with methods applicable to all age levels, curriculum levels, and mathematical topic areas. Included are: (1) an introduction and overview to orient the reader; (2) problem solving and exploration with manipulative materials in groups of four; (3) a bilingual integrated mathematics/science program addressing classroom status; (4) team learning approaches based upon individual accountability and team recognition; (5) a general conceptual nebulous. Consequently, the educator is left with little tangible basis for developing instructional programs. As a corrective measure, this paper advocates using fundamental ideas from the disciplines of geography and environmental sociology that collectively contribute to the formation of human ecology as a suprastructure for the analysis of current issues that are critical to global well-being. By arranging related concepts on a flow chart and factoring out secondary issues, the resulting cohesive structure reveals interrelated human and environmental factors that interface with the social, physical, and natural sciences. A 15-item list of references is included. (Author/DB)

ED 335 247 SO 021 116

Crisis in the Gulf: A Study Circle on America s Choices.
SPONS. AGENCY- Brown Univ., Providence, RI. Center for Foreign Policy Development.
PUB DATE- Mar 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizen Participation; Citizenship Education; Citizenship Responsibility; Current Events; Discussion (Teaching Technique); *Discussion Groups; Instructional Materials; Learning Activities; Peace; Political Issues; *War; World Affairs
IDENTIFIERS- *Gulf War; Study Groups

This document consists of a packet of materials published in December 1990 and designed to assist citizens in forming study circles to discuss the crisis in the Persian Gulf. The resources are designed to be nonpartisan, fair, and balanced, and try to make the strongest possible case for four different options, reflecting a broad range of viewpoints on the crisis in the Gulf. The materials included are: an introductory letter; notes to organizers: a framework for discussion; the options; perspectives on the options; suggestions for participants; suggestions for leading a study circle in general; and suggestions for leading "Crisis in the Gulf" in particular. (DB)

ED 335 248 SO 021 137

Do, Khe Ba
American Education Is Not That Mediocre.
PUB DATE- 87
NOTE- 18p.; Paper presented at the Annual Conference of the California Association of Community Colleges (60th, Anaheim, CA, November 14-16, 1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Educational Change; Educational History; Educational Policy; *Educational Quality; Elementary Secondary Education; Higher Education; International Education; *Outcomes of Education; Role of Education

The U.S. system of education has many areas needing improvement, but the continuous cries of the past decade that U.S. students problem-oriented curricula and abandoning early selection, and positive discrimination policy. The final chapter presents three Third World views concerned with the new political and economic world order rather than with what educational reforms designed for the Third World prescribe. (Author/DB)

ED 335 270 SO 021 398

Inheriting the Theory: New Voices and Multiple Perspectives on DBAE. Proceedings of a Getty Center for Education in the Arts National Invitational Seminar (Austin, Texas, May 4-7, 1989).
PUB DATE- 90
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education; Art History; Art Products; Curriculum Development; *Educational Development; Elementary Secondary Education; Multicultural Education; *Role of Education; Teaching Methods
IDENTIFIERS- *Discipline Based Art Education

Proceedings from a seminar devoted to a discussion of issues related to discipline-based art education (DBAE), this document features three scholars addressing a given topic from the perspective of their particular discipline and experience in the field. Six topics were explored: (1) "New Voices on the Integration of Art Disciplines"; (2) "New Voices on Cognition and Teaching"; (3) "New Voices on Multicultural Concerns"; (4) "New Voices on Growing Up with Philosophy and Aesthetics"; (5) "New Voices on Evaluation and DBAE Teaching Effectiveness"; and (6) "Familiar Voices Respond to the New Voices and Reflect Upon Three Generations." A summary of the remarks of the three scholars on each of the six topics is included as well as a summary of the work of discussion groups that were formed around each of the topics. (DB)

ED 335 271 SO 021 399

Evaluation and Follow-Up of Policies, Plans and Reforms of Education: Round Table V.
PUB DATE- 90
NOTE- 126p.; A paper presented at the UNESCO International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Educational Change; *Educational Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *International Educational Exchange
IDENTIFIERS- UNESCO

The proceedings from a round table held at an international symposium focuses on the planning and management of educational development. The following papers are included in this document: "Overall View on the Evaluation of Educational Plans and Reforms (Ingemar Fagerlind); "Evaluation and Research Capacity-Building in Education Meeting the Needs of the 1990s" (Vinayagum Chinapah); "Evaluacion de la calidad de la educacion en America Latina" (Evaluation of the quality of education in Latin America) (Johanna Filp); "The Methodology and Instruments of Evaluation" (Mohamed Monir Morsi); "Evaluation of Policies,

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Curriculum Guides; *Economics Education; *Grade 12; High Schools; Social Sciences; Social Studies; Student Educational Objectives
IDENTIFIERS- Seminole County School District FL

This guide from the Seminole County School District (Florida) outlines the advanced, general, and basic curriculum for a 12th grade economics course. The course outline features 18 units, county and state student performance standards, the titles of suggested activities, and free enterprise and consumer education minimum objectives. (DB)

ED 335 296 SO 030 495

North Dakota. 1988 Focus: The Executive Branch. Participant Guide.
PUB DATE- 88
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Democratic Values; Law Related Education; Public Affairs Education; Secondary Education; Social Studies; *State Government; *Student Projects
IDENTIFIERS- *Close Up Program; *North Dakota

The North Dakota Close Up experience is based upon the belief that students need to have an understanding of the roles of state and local governments, of politics and law, and of the rights and responsibilities of citizens in a democracy if the U.S. experiment in self-government is to survive. This document is designed to help students and teachers plan for and participate in a Close Up experience with the executive branch of the North Dakota government. (DB)

ED 335 297 SP 032 794

Bartunek, Holly M.
The Classroom Teacher as Teacher Educator. ERIC Digest 89-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Mentors; Preservice Teacher Education; *Professional Development; School Districts; *Staff Development; *Teacher Educators; *Teacher Role
IDENTIFIERS- ERIC Digests; *School Based Teacher Education

The school-based teacher educator (SBTE) is a classroom teacher who is responsible for preservice, inservice, or continuing education at a school or district level while maintaining a primary work location in an elementary or secondary classroom. Teachers in this role have the potential for enhancing faculty morale by responding to both the professional and personal development needs of the faculty and by utilizing other teachers as resources within the designed program. SBTE program

Contingency Management; Elementary Secondary Education; Functional Literacy; Precision Teaching; Stimulus Generalization; *Task Analysis; *Transfer of Training
IDENTIFIERS- *Functional Context; Project FLIT; *Target Planning

Contextualized instruction (also referenced as anchor instruction) is teaching a skill within a specific or functional context known as a target setting. The purpose of this approach is to teach transfer or generalization of a skill in order to increase the likelihood that what is taught in the training or classroom setting will be used in future applicable settings. Teaching relevant behaviors in relevant contexts offers students utility, practicality, and adaptability. Additionally, the student must be taught enough appropriate variations of the behavior in order to apply it in a number of situations. A number of tactics have been developed to both introduce and highlight the critical features of target settings: introduce maintaining contingencies, use common stimuli, use sufficient stimulus exemplars, train loosely, and promote precision. Two conceptualized instruction programs are highlighted. Proponents of contextualized instruction may benefit by looking at other techniques as discussed in the generalization literature in order to further aid the analysis and improvement of contextualized instruction. (LL)

ED 335 317 SP 033 199

Bogue, E. Grady
A Journey of the Heart: The Call to Teaching.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Educational Quality; Elementary Secondary Education; Higher Education; Personal Narratives; Role of Education; *Teacher Motivation; *Teacher Role; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- Knowledge Base for Teaching; Professionalism

The essays in this monograph are intended to give visibility to the nature and nobility of teaching. The volume is a reflective celebration and an elevation of the call to teaching. Chapter titles include: "Acts of Teaching"; "A Good Question"; "A Good School"; "Lessons for Learners"; "A Need to Know"; "A Servant Profession"; "A Real World"; "A Journey of the Heart"; and "A Promise to Keep." Personal experiences in the careers of college and public school teachers complement the discussion of issues. The topics covered include discussions of educational quality, the knowledge base for teaching, the professionalization of teaching, and the influence and impact of teachers on students lives. More than 80 references are listed. (IAH)

ED 335 318 SP 033 200

Cameron-Jones, Margot
Training Teachers: A Practical Guide.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

include expansion of critical thinking exercises, more attention to the European Economic Community, and three related new courses. Contains 2 references. (MSE)

ED 334 856 FL 019 309

Gonzalez, Ann
Video Materials Production and Use in Intensive Language Instruction: The Experience of the University of South Carolina s Master s in International Business Program.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Business Communication; College Second Language Programs; Cultural Awareness; Higher Education; Instructional Materials; *Intensive Language Courses; *International Trade; *Languages for Special Purposes; *Masters Programs; *Material Development; Program Descriptions; Second Language Instruction; *Spanish; *Videotape Recordings
IDENTIFIERS- Authentic Materials; *University of South Carolina

As part of a communicative approach and to provide non-linguistic information to students, authentic videotape recordings were incorporated into the summer intensive Spanish course in the University of South Carolina s master s program in international business. Students were introduced to the tapes by first seeing segments without sound, both to illustrate what can be understood visually and to emphasize the need for selective perception. The second phase was viewing with sound, with or without concurrent exercises. Exercises were created with clear cues to students to pay attention to the video. Video recordings allowed for immediate replay for feedback. The final instructional stage included follow-up activities, the most effective of which were directly related to cultural issues or analysis of the video itself, such as selective use of diminutives in a family situation. Discussion of why students respond with embarrassment or laughter, appropriate or inappropriate, and of the film s possible biases were also found to be essential to understanding the film s content. Use of video was seen to enhance motivation and retention of cultural and linguistic material. Testing, not used in this course, will be incorporated in future courses. Handouts accompanying videos are appended. Contains 13 references. (MSE)

ED 334 857 FL 019 310

Smolen, Lynn
Program for the Improvement and Expansion of Foreign Language Instruction.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Career Exploration; Chinese; *College School Cooperation;

Admission; *Educational Change; Educational Discrimination; Educational Policy; Efficiency; *Equal Education; Futures (of Society); Higher Education; Justice; *School Community Relationship; School Demography; *Selective Admission

This study describes the American system of higher education s distributive mechanism in the practice of selective admission and considers possible changes in that system. Chapter One presents the work s overall approach, a three level analysis of the current system from the viewpoints of the individual student and the individual college as well as a conspectus of the system as a whole. Chapter Two describes some main features of the outcome of the existing admissions system in terms of the distribution of students across institutions. Chapters Three and Four analyze the consequences of higher education by enumerating and evaluating the various outputs of higher education in terms of what is "fair" and what is "efficient." Here, alternative descriptions of how the educational system actually operates are provided. Chapter Five follows up the earlier work on defining and measuring equity and efficiency by turning to trade-offs between the two. Chapter Six returns to the central issue: the person or institution s pursuit of individual goals may result in a collective situation in which achievement of those goals is frustrated. Chapter Seven looks at what all of this means for policy decision making and concludes that, although radical change in existing practices are neither feasible nor desirable, improvements in both equity and efficiency are possible if relatively small changes (such as institutional cooperation to limit competition-driven expenditures) are implemented. (56 references) (JB)

ED 334 878 HE 024 404

McLaughlin, Judith Block; Riesman, David
Choosing a College President: Opportunities and Constraints.
PUB DATE- 90
NOTE- 403p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Evaluation; Administrator Qualifications; *Administrator Selection; *College Presidents; Colleges; *Confidentiality; *Consultants; Disclosure; Higher Education; Leadership; Recruitment; *Search Committees (Personnel); Universities
IDENTIFIERS- Rice University TX; University of Florida; Winthrop College SC

This book examines the search and selection process for college and university presidents in its variety and intricacy. Chapter I examines the question of the importance of presidents and searches. Chapter II describes the process of presidential succession at a private liberal arts college. Chapter III discusses the tasks required at the start of the search. Chapter IV illustrates the importance of confidentiality by presenting, in disguised form, the search process for a president of a flagship state university. In Chapter V the authors discuss conflicts over privacy and publicity in the search process and in American society generally. Chapter VI presents an account of the 1983 search at the University of Florida in the glare of Florida s open meeting and open records laws. Chapter VII examines the significance of disclosure laws. Chapter VIII describes the Winthrop College (South Carolina) search conducted with the help of a consultant. The following chapter goes on to explore the implications of consultants in search processes. Chapter X describes the Rice University

NOTE- 21p.; Paper presented at the International Conference on Assessing Quality in Higher Education (3rd, Bath, England, July 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; College Choice; College Outcomes Assessment; Educational Assessment; *Educational Quality; Free Enterprise System; Higher Education; *Institutional Evaluation; Measurement Objectives; *Need Gratification; Student Needs; Student Recruitment; Student School Relationship

This paper presents a market driven model for assessing the service quality of support services in higher education, primarily for United States institutions, by examining higher education within the context of a complex service industry. The paper begins by explaining the development of the model and its implications for service management. Next, a description is given of higher education as a service industry. An illustration is provided of the combination of the institution s internal market offering (degrees and courses offered) and related activities within a framework of the external factors (social, cultural, legal, political, economic, and technological) that affect the institutional choice of prospective students (and their parents). The support services that a college or university offers and their perceived quality by the customer (student) are examined in terms of the services ability to satisfy student needs and perceptions. The managerial implications for the design of support services are discussed, as well as the implications involved in attempting to measure service quality. Ten determinants are listed for measuring service quality (path analysis), and their use is explained. The determinants are based upon student expectations of service quality rather than on historic goals or operating policies of the unit. Contains 31 references. (GLR)

ED 334 898 HE 024 726

D Souza, Dinesh
Illiberal Education: The Politics of Race and Sex on Campus.
SPONS. AGENCY- John M. Olin Foundation, Inc., Alton, Ill.
PUB DATE- 8 Apr 91
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Affirmative Action; Colleges; Conflict; Cultural Pluralism; *Educational Policy; *Equal Education; General Education; Higher Education; Political Influences; *Politics of Education; *Racial Factors; School Administration; School Policy; *Selective Admission; Sex Discrimination; *Social Action; Universities
IDENTIFIERS- *Politically Correct Communication

This book addresses the issue of angry campus confrontations over issues of race, gender, and ethnicity, and more broadly, the dilemma of the college s and university s ability and desire to attain the goals of liberal education while also desiring to be "politically correct." It is noted that student activists have split the university on moral grounds, charging that universities are "structurally" racist, sexist, homophobic, and class biased. It is argued that, while generally unrestrained university remained accessible to students not meeting grade and test score criteria and the degree to which access translated to legitimate educational opportunity. Findings indicated that ending open admissions did not close the University to academically disadvantaged students, but did create a number of obstacles to their admission. The requirements and conditions attached to this group deterred many applicants from pursuing admission; despite special efforts to encourage these students to proceed with the testing/interview option, nearly half failed to respond. Black students made up 50 percent of the group admitted under the special route though blacks make up 10 percent of the University s enrollment. The study also found that ACT scores did not match placement test scores; counseling and tutorial support enhanced student performance; and retention rates were comparable to other students from the Preparatory Division, a section of the university offering courses and programs for under-prepared students. (Includes approximately 60 references.) (JB)

ED 334 918　　　　HE 024 754

Hudson, J. Blaine
The Long-Term Performance and Retention of Preparatory Division Transfer Students: 1983-1990.
PUB DATE- 17 May 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Admission Criteria; *College Admission; *College Preparation; College Transfer Students; Higher Education; Performance Factors; Prediction; *Program Effectiveness; Racial Differences; *Remedial Programs; Student Characteristics; *Student Placement
IDENTIFIERS- *University of Louisville KY

This study analyzed the academic and demographic characteristics of 2,939 students admitted to the University of Louisville (Kentucky) Preparatory Division (an academic/enrollment unit for all students initially inadmissible to a degree-granting unit) who achieved eligibility to transfer to a degree-granting unit of the University. It also examined their performance patterns and characteristics in relation to the aggregate Preparatory Division population. The study resulted in the following findings about the students transferring to a degree-granting unit (as compared to the University s undergraduate population): Division transfers were more likely to be female, African American, first-generation college students, employed, and on financial aid; they were a better-performing segment of the Division s aggregate population but not a particular demographic or academic subgroup; first-year academic performance related strongly to students initial level of academic preparation, but retention and graduation related more strongly to economic factors such as employment status, financial aid, and parents education; transfer students were prepared when they entered the University from the Division; 291 Division transfer students graduated from the University, earning 309 academic degrees; the Preparatory Division strongly enhanced performance, retention, and graduation rates of white females; white females tended to perform better, while African Americans were more likely to persist. Appendices contain data tables. (Includes 25 references.) (JB)

PUB DATE- Aug 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Oriented Programs; Computer Software; *Computer Uses in Education; *Electronic Mail; Higher Education; Large Group Instruction; Program Evaluation; State Universities; *Teleconferencing
IDENTIFIERS- *Indiana University Bloomington

This project sought to explore the educational potential of three models of a University of Indiana computer conferencing technology in facilitating collaborative learning and enhancing social interaction in instructional contexts that provide limited face-to-face contact among the students. The study examined each of the three models of computer conferencing technology, one which allowed class discussion to continue beyond regular class time, one which permitted students to share individual and group project products in preparation for further discussion, and a third which allowed for collaborative test preparation. By examining the products generated in the conferencing medium, and by looking at the classroom process itself, the study found that instructors had increased their use of interactive conferencing to post announcements, grades and so on, and that students took to "e-mail" or electronic mail quite easily but did not favor the Electronic Classroom citing access problems, and awkward software applications. However, in instances where EC was successful, there was less student anonymity, and greater class participation. These instances of success came about through instructor support of the technology, through appropriate course structuring, and with careful modeling of use on the part of the instructor. The report includes 18 references and 9 appendixes which contain survey instruments and details of the study data. (JB)

ED 334 939 HE 024 788

Testimony to the Senate Subcommittee on Education, Arts, and Humanities on the Reauthorization of the Higher Education Act.
PUB DATE- 21 Feb 91
NOTE- 81p.; Testimony by Dr. K. Mohrman was not submitted and is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Competition; *Educational Legislation; Educational Technology; Employment Projections; *Federal Legislation; Hearings; *Higher Education; Human Capital; Job Skills; Labor Force; *Labor Force Development; *Labor Needs; Mathematics Curriculum; Nontraditional Students; Part Time Students; Science Curriculum; Service Occupations; Skilled Workers
IDENTIFIERS- *Higher Education Act 1980; Reauthorization Legislation

This document contains the prepared statements of eight witnesses from the education, research, business, industry and university administration fields who were called to testify to the Senate Subcommittee on Education, Arts, and Humanities regarding the reauthorization of the Higher Education Act. Those witnesses and their subjects are: Reginald Wilson, from the American Council on Education, testifying on general issues regarding the current state of higher education in America; Arnold H.

Schools; State Legislation; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Fraud; Guaranteed Student Loan Program

The Congressional hearing examined abuse, mismanagement, and fraud in student loan programs focusing on the fraudulent activities of proprietary schools. Witnesses included officials of the Department of Education including:(1) Laura F. Cavazos, Secretary; (2) Ernest C. Canellos, Student Financial Assistance; (3) John S. Haines, Debt Collection Management and Assistant Service; (4) John B. Childers, Higher Education Programs; and (4) Edward C. Stringer, General Counsel. Their testimony focused on ways to eliminate recognized discrepancies and illegalities within the federally guaranteed student loan program. (LPT)

ED 334 959 HE 024 914

Swift, John S., Jr.
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 3p.; For full report, see HE 024 794.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; Civics; Curriculum; *Government Role; Higher Education; *Public Service; Role of Education; *Social Responsibility; Student Attitudes; *Student Volunteers
IDENTIFIERS- ERIC Digests

This digest summarizes a full length report of the same title (HE 024 794) which discusses contemporary college students apparent lack of understanding of citizenship and how it relates to positive career pursuits. A proposal is made to make students more aware of both the need for and the benefit of socially responsible citizens, and for engaging in volunteer service at the national level or as part of the undergraduate experience. The report discusses such programs as they relate to higher education including the role universities should play, the characteristics and desires of the contemporary college student; the level of financial and volunteer support currently exercised; student attitudes toward volunteering, and the appropriateness of national service programs currently under consideration in Congress. (JB)

ED 334 960 IR 013 242

ITV Resources in the Defined Minimum Program, 1987-88. Curriculum Guide.
PUB DATE- 87
NOTE- 44p.; For related documents, see ED 277 360 and ED 295 592.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *Educational Television; Elementary Secondary Education; Programing (Broadcast); *State Standards
IDENTIFIERS- *South Carolina Basic Skills Assessment Program

Designed to help South Carolina educators identify instructional

Cardinale, Loretta A.
The Facilitation of Vocabulary Acquisition by Embedding Explication in Expository Text.
PUB DATE- 91
NOTE- 16p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Etymology; Expository Writing; Higher Education; Influences; *Instructional Design; *Intermode Differences; Long Term Memory; *Prompting; *Reading Comprehension; *Sequential Learning; Undergraduate Students; Vocabulary
IDENTIFIERS- Analogy; Embedded Items; Heart; Pennsylvania State University

This study explored the enhancement of comprehension of expository text by three specific types of embedded explication--etymological, causal, and analogical--together with momentum effects from sequencing. Four factors were examined: (1) the experimental effects of presenting the section of the script containing explications of new terms before the new concepts; (2) the effects of etymological explications on acquisition of the meaning of new terms; (3) the effects of explication of causal relations on construction and retrieval of information; and (4) the effects of analogical explication on integration of information in long-term memory. Instructional materials were developed which presented new vocabulary before new facts or new facts before new vocabulary. For each sequence, one control group received filler material and three groups received different types of explication. Subjects were 184 undergraduate students enrolled in elementary science education courses, and the instructional content consisted of a an 1,800 word instructional unit on the human heart. On the first day of the study, students were given 15 minutes to read the scripts. Two days later they received the test packet, which included a 5-minute drawing test. Overall, the effects of explication were significant on the drawing and terminology tests, while the effects of vocabulary sequence were significant only on the drawing test. It is concluded that, in order to be effective, text-based explication must target mental processes, and that, in cases where the information is conceptually dense, embedded explication can both relieve density and enhance processing. (4 tables, 29 references) (BBM)

ED 334 979 IR 015 142

Coorough, Randall P.
The Effects of Program Control, Learner Control, and Learner Control with Advisement Lesson Control Strategies on Anxiety and Learning from Computer-Assisted Instruction.
PUB DATE- 91
NOTE- 20p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Anxiety; *Computer Assisted Instruction; Drinking; Higher

The audit trail is described as comprising all the responses generated by a learner going through interactive or hypermediated instruction, and the nature of audit trails is discussed in the context of the different types of program structures in which they are generated: linear; branching; and multimedia and hypermedia structures. Three distinct purposes to which audit trails can be put are identified and discussed: (1) as data collection devices for formative evaluation in instructional design; (2) as tools for basic research into the instructional design of computer-based instruction and hypermedia; and (3) as a means of auditing usage of mediated presentations in a public forum. Ways in which the audit trail could be used in quantitative research are considered, e.g., in a raw data matrix, to present data associated with each decision point (node) in the treatment, to represent non-parametric data in a Petit-Point Pattern, or as an audit trail tree combining graphical representations with numerical accuracy. Qualitative approaches are also discussed, e.g., content or document analyses and case studies. It is suggested that inferential approaches to the audit trail would be used when comparisons are being made between groups of learners or treatments. Advantages and limitations of the audit trail approach are considered, and a discussion of the issues and challenges raised by this approach concludes the paper. Seven figures are appended. (13 references) (BBM)

ED 334 997 IR 015 164

Morlan, John E.; Lu, Mei-Yan
Elementary Teacher Educational Media Utilization and Production in Selected Silicon Valley Schools.
PUB DATE- 91
NOTE- 17p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Educational Media; *Educational Technology; Elementary Education; *Elementary School Teachers; Microcomputers; School Surveys; *Use Studies

Questionnaires were sent to teachers of grades K-6 in the Silicon Valley area in November 1990 to obtain current information on the utilization and production of media by teachers at this level. This report is based on usable survey instruments returned by 110 teachers, who represented more than 15 different elementary schools. This information was sought for use at San Jose State University, which requires all preservice teachers to take a three-semester unit course in instructional media and technology, and for later comparison with studies of media utilization by K-6 teachers in the Republic of China and Thailand. Individual items were ranked in terms of teacher utilization of media at each grade level. Items were then categorized and placed in related groupings: (1) microcomputers; (2) television (video) and film; (3) still projected media; (4) audio media; (5) models and mock-ups, dioramas, maps and globes, puppets, and field trips; (6) math manipulatives, games and simulations; (7) charts and posters; (8) display boards; (9) graphic and photographic media production and paper materials duplication; (10) centers; and (11) learner arrangements (large group, small group, cooperative learning, and individual self-study). Three figures

NOTE- 14p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Concept Formation; Higher Education; *Illustrations; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Preservice Teacher Education; Pretests Posttests; Recall (Psychology)
IDENTIFIERS- *Printed Materials

Traditionally, illustrations used in instruction have been concrete in nature with the learning outcome not always considered in the design of the illustrations. This study investigated whether concrete or abstract illustrations were more effective for supporting acquisition of abstract concepts in print media when evaluated by immediate and delayed testing. The 52 subjects, who were junior and senior teacher education students enrolled in an instructional design and development course, were randomly assigned to one of three study groups: no illustrations, concrete illustrations, and abstract illustrations. The researcher-developed materials used were three versions of a print-based lesson teaching the four categories within the intellectual skills domain of Gagne s domains of learning outcomes. Subjects were given descriptions of learning tasks and asked to identify which of the intellectual skills each task represented, i.e., discrimination, concept, rule, or problem solving. Materials for the abstract illustration group contained abstract representations of these four classifications, while materials for the concrete illustration group contained representations of "the best example" of the concept. The best example was also explained verbally in the text used by all three groups. The lesson design followed Gagne s nine events of instruction. The instruments for both the immediate posttest and the delayed posttest, which covered only the textual materials, consisted of parallel forms of questions assessing the classification of examples of each of the four learning tasks. Although no significant differences were found between the three groups, the gain from the immediate posttest to the delayed posttest showed that the abstract visuals tended to increase retention to a greater degree than the concrete visuals. (14 references) (Author/BBM)

ED 335 015 IR 015 182

Stepp, Sidney Leland; Shrock, Sharon A.
The Validity of a Multiple-Choice, Paper and Pencil Instrument in Discriminating between Masters and Nonmasters of Instructional Design.
PUB DATE- 91
NOTE- 27p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Discriminant Analysis; Higher Education; *Instructional Design; Predictor Variables; *Test Validity
IDENTIFIERS- *Paper and Pencil Tests

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Course Integrated Library Instruction; Electronic Equipment; Elementary Secondary Education; Interlibrary Loans; *Learning Resources Centers; Library Automation; Library Materials; *Library Role; *Library Services; Library Statistics; *Library Surveys; Media Specialists; Microcomputers; Public Schools; Questionnaires; *School Libraries
IDENTIFIERS- *Wisconsin

This report presents some of the more significant results of a 1988 survey of all Wisconsin public schools which received responses from 1,790 schools (90%). Designed to determine the status of library media programs in the state s schools, the 12-page survey asked for over 450 pieces of information about the library media center, its staffing, services, operations, and future goals. This report presents data in 14 tables: (1-3) number of schools with a central library media center (LMC), an LMC that is open 4 hours or less per school day, and/or an LMC staffed by a professional library media specialist; (4) the ratio of professional staff to students; (5) the number of schools where library media staff coordinate library skills instruction with classroom curriculum; help curriculum committees select media and media activities; integrate resources and activities into instructional units; help students locate information and resources; provide reading, listening, and viewing guidance to students; provide interlibrary loan service to students; coordinate in-house production of instructional materials; participate in textbook selection; coordinate cable and other television transmission and use and video production; help students use computers; and coordinate use of computers in instruction; (6) types of materials accessible to students on open shelves; and (7-14) the number of LMCs that charge fines for overdue materials; have a telephone; have an automated circulation system and/or an automated card catalog; provide database searching for students; have videodisc players, CD-ROM drives, and/or half inch VHS videocassette recorders. All of the tables are broken down by educational levels. The complete survey results are available to persons needing the data for research. (MAB)

ED 335 034 IR 053 635

Roeber, Jane A., Ed.
Wheels, Wings N Words. 1991 Wisconsin Summer Library Program Manual. Bulletin No. 91293.
PUB DATE- Jan 91
NOTE- 219p.; For the 1989 and 1990 reading program guides, see ED 303 792 and ED 327 200.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Childrens Libraries; Creative Activities; Elementary Education; Films; Guidelines; Handicrafts; *Library Services; *Preadolescents; Program Development; *Public Libraries; *Reading Programs; Resource Materials; *Summer Programs; Videotape Cassettes; *Young Children
IDENTIFIERS- *Wisconsin

This manual is a compilation of materials, plans, and resources

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Programs; Check Lists; *Educational Resources; Library Planning; *Library Services; *Public Libraries; Public Relations

This intent of this publication is to provide a comprehensive list of resources for librarians to use in planning special programs geared for adults in the public library. Resources, as the term is used here, are ready-made program sources including speakers, films, and multimedia presentations. It is noted that the guide is designed to serve as a "jumping off" point for program planning--it is not a list of creative program ideas. Topics covered in separate chapters are: (1) why (or why not) do adult programming; (2) how to get program ideas; and (3) how to select programming--what will work in your community. Also provided are a checklist for organizing a successful program; an adult programming resource list; a subject index to the adult programming resource list; and a 23-item selected bibliography on library programming and public relations. Forms for suggesting additions to the resource list and for ordering this publication are included. (BBM)

ED 335 054 IR 053 684

Basic Information Seeking Competencies: High School to College.
PUB DATE- Apr 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Competence; *Cooperative Planning; *Educational Objectives; Higher Education; High Schools; Indexes; *Information Seeking; Learning Resources Centers; *Library Instruction; Library Role; *Library Skills; Public Libraries; School Libraries; Search Strategies; Statewide Planning; Vocabulary
IDENTIFIERS- *Ohio

This packet of materials was developed by the members of a joint task force of librarians from school, public, and college libraries in Ohio as a means of facilitating closer cooperation in defining library instructional goals and activities. It begins with a discussion of the need for such cooperation and suggested roles for classroom teachers and school administrators; faculty involved in teacher training programs in colleges and universities; and school librarians and media specialists. A chart showing specific learning tasks that build the basic information-seeking competencies is then presented which suggests applications at the high school and college levels, emphasizing the articulation or fit between the two levels and the shared concerns and common objectives of instruction librarians. Also included are guides to library vocabulary, a search strategy sampler, and subject periodical indexes for college-bound high school students. (BBM)

ED 335 055 IR 053 685

Lawson, V. Lonnie
Students Preference for Bibliographic Instruction: Library Tour vs. a Computer-Assisted Instruction Program.

Colleges
IDENTIFIERS- *California Community Colleges

Drawing from a review of the literature, existing studies of accountability in other states, and the experiences of four California community colleges that are developing local accountability systems, this six-part guide offers ideas and suggestions for community college educators who wish to design accountability systems that will increase institutional productivity and effectiveness. Chapter 1 presents background information on the accountability movement in California and reviews its relevance to community colleges. Chapter 2 defines accountability and describes principles and criteria for designing an accountability system and selecting indicators. Chapter 3 describes the Chancellor s Accountability Program for California Community Colleges, presenting 19 indicators suggested for statewide accountability reporting, and comparing the advantages and disadvantages of using selected indicators. The indicators listed correspond to student access, success, and satisfaction; staff composition; and fiscal conditions. Chapter 4 presents a framework for designing an accountability system, offering options at basic, intermediate, and advanced levels. Chapter 5 discusses the major issues in selecting indicators and implementing an accountability program. Chapter 6 provides a checklist of key recommendations for designing an effective accountability system. Appendix A presents descriptions of pilot accountability plans developed by four community colleges chosen by the Chancellor s Office to serve as model sites (i.e., Mt. San Antonio College, San Joaquin Delta College, San Jose/Evergreen College District, and Santa Barbara City College). Appendix B provides a list of resources on accountability. (PAA)

ED 335 072 JC 910 359

Vocational Staff Workshops Project (and) Celebrate Great Counseling Workshop Addendum. Project Number: 88-0484.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Community Colleges; Educational Counseling; *Educational Planning; *Inservice Teacher Education; Instructional Improvement; *Professional Development; Program Improvement; School Counselors; School Personnel; Seminars; *Staff Development; Two Year Colleges; Vocational Directors; *Vocational Education; *Workshops
IDENTIFIERS- *California

Workshops and related staff development activities designed for vocational education instructors, administrators, career counselors, and support services staff are described in this two-part report. Part I focuses on the Vocational Staff Workshops (VSW) project, indicating that its key objectives were to identify regional in-service training priorities of instructors, administrators, and support services staff not being met through local staff development efforts; to plan, promote, conduct, and evaluate a variety of in-service activities for a target population of at least 500

Success in Community Colleges: Practices, Realities, and Imperatives," by Peter Ewell; (2) "Rhetoric to Reality: Effectiveness in Community Colleges," by Richard L. Alfred and Vince P. Linder; (3) "Texas Academic Skills Program," by Dan Angel; (4) "Institutional Effectiveness and Student Success: Where Do We Go from Here?" by Paul Kreider; (5) "Connections for Student College Success and Institutional Effectiveness," by R. Dan Walleri and Margaret A. Gratton; (6) "Involvement in Learning: Its Impact on Student Outcomes," by John Anthony, Martha Ewing, Joe Jaynes, and Gary Perkus; (7) "What Constitutes Student Success in the Community College?" by John Losak; (8) "Celebration of Teaching: Staff Development Seminar," by Hal McAninch; (9) "Inter-Institutional Exemplary Practices in California: Institutional Effectiveness and Student Success," by Robert Jensen and Julie Shark; and (10) "Exemplary Research Practices in Support of Institutional Effectiveness and Student Success," by Trudy Bers, John Cosgrove, Gary Rice, Jeffrey Seybert, and William Martin. The final chapter consists of notes on the general, exemplary, and roundtable sessions. (JMC)

ED 335 089   JC 910 383

Long Range Plan, 1991-1994.
PUB DATE- Jul 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Administration; College Instruction; *College Planning; College Role; Community Colleges; Flow Charts; *Long Range Planning; *Organizational Objectives; Program Evaluation; *Self Evaluation (Groups); Student Personnel Services; Two Year Colleges
IDENTIFIERS- Pennsylvania College of Technology

This long-range plan for the Pennsylvania College of Technology (PCT) is divided into three main sections. Part I provides an overview of planning at PCT, including a definition of long-range planning, the college philosophy, mission, and vision statements, major institutional initiatives for 1991-92, and accreditation agency recommendations regarding institutional self-study. Part II presents area, goal, and task statements regarding: (1) instruction, including standards for credentials, curriculum portfolios, outcomes assessment, foundation skills, lifelong learning, instructional delivery and management, noncredit programming, and business industry training; (2) student support, including student recruitment and retention, part-time nontraditional students, matriculation, student life, and services for students; (3) academic support, including program development and evaluation, staff development, media and computer use, and general academic support services; (4) institutional support, including executive management, budget and finance, human resources, physical plant, general administration and logistical services, and quality assurance; and (5) public service including technical consultation and enrichment programming. Finally, part III presents a planning manual designed to make planning understandable to every member of the college community as well as to facilitate their participation in the planning and governance process. The manual describes the components of PCT s strategic long-range planning cycle, indicating the primary participants, actions taken, and a proposed time frame for

Program Development; *Teacher Education Programs; Teacher Recruitment; *Teaching Assistants; Transfer Programs; Two Year Colleges; Universities

In 1991, the Future Teachers Institute designed a Teacher Assistant Associate in Arts degree program with a bilingual option and a career ladder providing various options for teacher assistants and instructional aides. Together with representatives from the Los Angeles Unified School District and California State University, Northridge, Los Angeles Mission College (LAMC) compiled findings from the research and operation of the program into this manual to facilitate program replication by other institutions. The first section of the manual includes a description of its format, the goal of the institute, and a delineation of the project s objectives. The next six sections comprise a "how-to" manual outlining the steps to be taken by each community college, school district, and university participating in the project. The next sections provide details regarding the outcomes of the project, including a summary evaluation, conclusions, long-range plans, and recommendations. Appendixes contain documentation of the entire project, including agendas, minutes, articulation agreements, an outline of the associate degree curriculum, a career ladder, committees involved in the project, a chart correlating curriculum needs with courses offered, explanations of courses and workshops, related documents, evaluation data, and surveys. (JMC)

ED 335 107 JC 910 423

Waddell, Geneva, Ed.
Economic and Work Force Development. New Directions for Community Colleges, Number 75.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Community Colleges; Distance Education; *Economic Development; Educational Cooperation; Educational Responsibility; Global Approach; Job Skills; *Labor Force Development; *Role of Education; *School Business Relationship; School Community Relationship; *Skill Development; Two Year Colleges; Vocational Education

Among the factors reshaping the American workforce are diversity, demands of work and family, global competition, the growing importance of strategic human resource planning, the need to reeducate employees for new technologies and more demanding jobs, and renewed interest in ethics and social responsibility. This collection of articles examines trends, innovations, problems, and solutions relating to the role of community colleges in contributing to the economic and work force development needs of local communities within a global economy. Included are the following 12 articles. (1) "Strategic Alignment of Community Colleges and State Economic Policy," by John G. Melville and Thomas J. Chmura; (2) "Investing in Human Capital: State Strategies for Economic Development," by Lawrence A. Nespoli; (3) "Meeting Small Business Needs through Small Business Development Centers," by Janice B. Carmichael; (4) "Developing Rural Business Incubators," by Mark L. Weinberg and DeLysa Burnier; (5) "Assuming a Leadership Role in single-session approach to studying private speech are discussed. (Author/RH)

ED 335 127 PS 019 693

Nakazawa, Jun
Children s Prosociality and Metacognitive Knowledge of Effective Helping.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Traits; Elementary Education; *Elementary School Students; Foreign Countries; Grade 3; Grade 5; Helping Relationship; *Kindergarten Children; *Knowledge Level; *Metacognition; *Prosocial Behavior; *Student Behavior
IDENTIFIERS- *Japan

Two studies examined the relationship between metacognitive knowledge and performance among Japanese children. It was predicted that highly prosocial children would have more appropriate knowledge of helping than would children who were low in prosocial behavior. The first study involved 109 third graders and 129 fifth graders and examined the relationship between the two groups daily prosociality and their prosocial knowledge. Person variables studied were age of recipients of help; task variables were control, independence, and contest situations; helping strategies were direct help, indirect help, and nonintervention. The second study added a cooperative helping strategy to the design and included kindergartners (N=85) as well as third graders (N=190) and fifth graders (N=263). Findings indicated: (1) sex and age differences in preference for direct and indirect helping strategies; (2) age differences in choice of positive and negative affective words; and (3) differences in selection of helping strategies by students nominated by peers as either highest or lowest in prosocial behavior. Findings also indicated that cooperative help was the most popular strategy among the children. Children came to understand that the appropriate helping strategy depends on the recipient s situation and that recipients of direct help feel negative emotions. Kindergartners have difficulty considering situational factors and think direct help makes a recipient happy. There was an interaction between situational and strategy variables. (RH)

ED 335 128 PS 019 701

Handbook of Policies and Procedures for Before-and-After-School Child Care Staff.
PUB DATE- Apr 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Child Caregivers; Discipline; Elementary Education; Employee Absenteeism; Employee Responsibility; Health; Safety; *School Age Day Care; School Policy; School Publications; *Staff Orientation

out by teachers. Results indicated a decreased number of behavior problems, increased learning readiness skills, and improved academic performance. A list of 28 references is provided. Appendixes include copies of the teacher questionnaires; descriptions of the Assertive Discipline Plan, student reward system, and Bringing Up Grades Program; and samples of forms used in the program. (BC)

ED 335 149 PS 019 792

Aberbach, Amy J.; And Others
Factors Influencing Children s Help-Seeking Styles.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Elementary School Students; Grade 5; Helping Relationship; *Help Seeking; Homework; Intermediate Grades; Mathematics Instruction; *Mothers; *Parent Student Relationship; Personal Autonomy; Reading Instruction; Student Behavior; *Teacher Student Relationship

This study examined factors assumed to influence children s help-seeking styles in the classroom in the domains of math and reading. Children s rating of their comfort in asking for help, and the relation between mothers helping strategies and children s help-seeking styles, were also investigated. Fifth graders (N=190) completed questionnaires assessing their comfort in seeking help, and their self-concept of ability (SCA) in math and reading. Teachers provided assessments of the students help-seeking styles and talent in math and reading. Mothers reported the number of times they used various types of helping strategies with their child. Results indicated that children s SCA and their talent as rated by the teacher were related to help-seeking style. Children with low SCA and little talent were less likely to seek help when it was appropriate and were more likely to seek help even before they tried to solve a problem. There were no gender differences in help-seeking patterns. Gender and SCA were not related to children s comfort in seeking help. There was no relationship between the type of helping strategies mothers used and their children s help-seeking styles. (16 references; 4 tables/figures) (BC)

ED 335 150 PS 019 794

Dawud, Samia; And Others
Effects of Domestic Violence on Children s Adjustment in School.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Elementary School Students; Elementary Secondary Education; *Family Violence; Foreign Countries; Leadership Qualities; Peer Evaluation; *Peer Relationship; *Student Adjustment; *Student Behavior
IDENTIFIERS- Israel; Social Roles; Spouse Abuse; *Witnesses

This study examined the relationship between children s experiences of domestic violence and their adjustment at

Universities; Marketing; Regional Characteristics; *Rural Development
IDENTIFIERS- *Lower Mississippi Delta; Regional History

The lower Mississippi River delta region comprises 214 counties in Louisiana, Mississippi, Arkansas, Missouri, Kentucky, Tennessee, and Illinois. The region is heavily dependent on agriculture and contains unusually high proportions of small farms, poor farmers, and black farmers. A conference planned by the region s 13 land-grant institutions and 2 rural development centers examined the role of agriculture in the delta s socioeconomic system and identified ways that agriculture could contribute to economic development. Keynote speakers reviewed the economic, social, political, and educational history of the region and offered a public policy perspective on the region and its potential place in world trade. Four papers discussed the concept of economic development through "value-added" food industries that increase the value of agricultural raw materials. Four papers examined alternative agricultural enterprises such as organically grown blueberries, and sustainable farming systems that are both ecologically and economically sound. Three papers discussed institutional support for delta agriculture, particularly agricultural education, research, and extension provided by strong systems of 1862 and 1890 land-grant universities. Three papers reviewed the special problems of black and limited-resource farmers. Three papers outlined marketing strategies to expand production of basic commodity crops, commercial vegetables, aquaculture products, and forest products. This proceedings record contains summaries of roundtable discussions and recommendations on each topic area. (SV)

ED 335 171 RC 018 063

Theobald, Paul; Snauwaert, Dale T.
The Educational Philosophy of Wendell Berry.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Education; *Ecology; Educational Change; *Educational Philosophy; Educational Responsibility; *Environmental Education; Foundations of Education; Humanistic Education; *Quality of Life; *Relevance (Education); Role of Education; Social Problems; Social Responsibility
IDENTIFIERS- *Berry (Wendell); Cultural Hegemony

This paper provides a guide for those interested in the educational philosophy of author and ecologist Wendell Berry. It is divided into three sections. The first discusses the foundational dimensions of Berry s thought in terms of his conception of human nature, knowledge, and the good society. Berry sees human beings as creators and moral agents who achieve their humanity only in relation to their surrounding land and community. He conceives knowledge as being fundamentally experiential, imaginative, relational, and interactional with nature. He envisions the good society as being unified with nature, community-based, and democratic. The second section focuses on Berry s educational philosophy in terms of the purposes of education, curriculum, and pedagogy. His general orientation translates into an educational theory favoring the cultivation of highly literate individuals capable of exercising critical judgement concerning a variety of social, political, and economic issues. He sees current recreation curriculum. Cooperative learning techniques were presented in addition to the main topic of college curricula. Appendices include: speaker and participant biographical information; transcripts of panel question and answer periods; acronyms, initials, and abbreviations for organizations and programs; and Association of Experiential Education staff qualifications. (KS)

ED 335 189 RC 018 275

Phipps, Maurice L.
Definitions of Outdoor Recreation and Other Associated Terminology.
PUB DATE- 91
NOTE- 10p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Definitions; Environmental Education; Experiential Learning; *Outdoor Activities; *Outdoor Education; *Recreation; Tourism
IDENTIFIERS- Natural Resources Management; *Outdoor Recreation; Wilderness Education

This document defines terms related to outdoor recreation: (1) outdoor recreation includes activities that occur outdoors in an urban and man-made environment as well as those activities traditionally associated with the natural environment; (2) outdoor education is education in, about, and for the outdoors; (3) environmental education is an integrated process that deals with man s interrelationship with his natural and man-made surroundings; (4) wilderness education is learning to use the wilderness with so little disturbance that the signs of our passing will be healed by the seasonal rejuvenation of nature; (5) experiential education is often used synonymously with adventure education or outdoor pursuits; (6) outdoor pursuits are those activities that entail moving across natural land and/or water resources by non-mechanized means of travel; (7) adventure education is outdoor pursuits that apply stress to or challenge the participants purposefully; (8) wilderness recreation and pursuits are activities that involve the use and appreciation of natural resources and that rely on values of wildness for fulfillment of its purposes; (9) tourism is the interaction of business suppliers, host governments, and host communities in the process of attracting and hosting tourists and other visitors; and (10) commercial recreation is the wholesaling and retailing of leisure experiences and products. (KS)

ED 335 190 RC 018 276

Jernigan, Rick
What Crested Butte Mountain Resort Feels the Ski Industry Is, In General, Looking for in College Graduates.
PUB DATE- 91
NOTE- 6p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English

IDENTIFIERS- *Laboratory Interfacing
This booklet outlines the use of computers in elementary and secondary science classrooms. Chapters and their topics are: (1) "A Computer-Enriched Science Learning Environment" (an introduction); (2) "Computer-Assisted Learning" (lesson formats for drill and practice programs and tutorial programs, and several example programs); (4) "Computer-Enhanced Laboratory Instruction" (laboratory interfacing and reviewing several programs); (5) "Computer-Assisted Classroom Management" (grade records, test generation, equipment inventories, and the use of databases); and (6) "Emerging Technologies" (telecommunications, videodisks, and CD-ROM). A list of software sources is appended. (YP)

ED 335 209 SE 051 957

Examination of a Strategy for Maximizing Teacher Implementation of Workshop Learning Experiences through the Use of Electronic Conferencing.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Aug 89
NOTE- 21p.; Prepared by Science Teachers Area Resource Swap, University of Lowell.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Science; *Computer Networks; Computer Uses in Education; *Elementary School Science; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Professional Development; Science Education; Science Teachers; *Secondary School Science; *Telecommunications; *Workshops
This research project was designed to evaluate the synergistic effects of linking workshops for science teachers with electronic conferencing. The rationale for this study was that these two methods of professional development and communication would have an impact beyond that which either would have alone. Included are the abstract, a description of the workshops and computer conferencing, evaluation, a discussion of the relationship between workshops and computer conferencing as professional development tools for teachers of science, the conclusion, recommendations, and a description of project products. (KR)

ED 335 210 SE 051 959

Hassell, James; Armistead, Joan
Meeting National Goals for 2000 and Beyond in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.; For related digest, see SE 051 960.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; Minority Groups; Standards
IDENTIFIERS- ERIC Digests; *National Education Goals 1990
The reform of elementary and secondary school mathematics education in the United States has received renewed attention with the publication of several mathematics reform documents

model of cooperative learning with a detailed discussion of its basic components; (6) three computer-based cooperative learning strategies for classroom use; (7) various learning activities for the initiation of a cooperative classroom setting; (8) procedures for group problem solving and inquiry in algebra, gemoetry, and trigonometry; (9) a narrative on cooperation in heterogeneous group mathematics in the Netherlands; (10) group interactions in algebra and calculus using computers for problem solving; (11) free exploration and guided discovery in cooperative groups using concrete models; (12) procedures for guided discovery in cooperative groups with examples from calculus; (13) issues affecting the use of cooperative learning in mathematics with emphasis on teachers decision making and factors affecting implementation; and (14) appendices that include information about the sponsoring organizations, annotated survey responses from classroom teachers, and an annotated listing of 38 resource materials with contact persons. (JJK)

ED 335 228 SE 052 208

Counting on You: Actions Supporting Mathematics Teaching Standards. Perspectives on School Mathematics.
SPONS. AGENCY- Department of Education, Washington, DC.; EXXON Education Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 39p.; With the cooperation of the National Council of Teachers of Mathematics. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; Elementary Secondary Education; Higher Education; *Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *School Support; Standards
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

Teachers of mathematics are leading a nationwide effort to bring about a complete redesign of both school and college mathematics programs by setting new and more demanding standards for what students must learn about mathematics, as well as for what teachers themselves must accomplish as professionals in the classroom. This brief document is directed to local school boards, school administrators, parents, college and university faculties, policymakers and government, business and industry leaders, members of the media, and teachers. In several short sections it describes why significant change in mathematics education is necessary, what steps have been taken thus far to bring about such change on a nationwide basis, and how demanding the challenges are that teachers face in carrying out the task. The document ends by describing specific actions that can be taken to support the efforts of mathematics teachers to meet the high standards they have set for their profession. Twelve references are followed by lists of members of the Mathematical Sciences Education Board and related publications. (JJK)

ED 335 229 SE 052 212

Hauge, Sharon K.
Mathematics Anxiety: A Study of Minority Students in an Open

and their schools are in desperately poor condition are misleading. The many admirable features of the U.S. system threaten to be subsumed by the criticism. The United States believes in providing an opportunity for all persons to learn and develop their potential to the fullest. Many of the foreign countries with whom the United States has been compared so unfavorably possess elitist, selective systems that allow limited numbers of students to progress. It also is argued that this is not the first time in the nation s history when education has been scrutinized. In past times, the U.S. system has demonstrated its capacity to grow and change and be receptive to new ideas. Most of the top universities and centers of higher learning are located in the United States, a fact that is not lost on foreign countries, who send their students to the United States in great numbers. As long as it remains open, innovative, and humane, as long as it nurtures inspiration and promotes originality, U.S. education is not that mediocre. (DB)

ED 335 249 SO 021 149

Peace Education, World Studies, Global Futures. David Hicks and the Project "Preparedness for Peace." Peace Education Miniprints No. 7.
PUB DATE- Dec 90
NOTE- 14p.; For a related document, see SO 021 150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Global Approach; *International Education; International Studies; *Peace; Social Studies; Student Educational Objectives; Teaching Experience; Teaching Methods; World Affairs
IDENTIFIERS- *Peace Education

This document contains an interview with David Hicks, an educator in England active in promoting the practice of peace education. (The interviewer was Ake Bjerstedt.) Peace education is described as a process that seeks to promote students autonomy; foster debate and dialogue between students and teachers; and help young people to understand some of the origins of conflicts and various concepts of peace. The current state of peace education in schools in England, existing peace education projects, what teachers can do to teach peace, how teachers should be trained, and perceptions and misperceptions of peace education and related terms are among the topics discussed. (DB)

ED 335 250 SO 021 150

Bjerstedt, Ake
Towards a Rationale and a Didactics of Peace Education: Progress Notes (1990) on the Project "Preparedness for Peace" in Sweden. Peace Education Miniprints No. 6.
PUB DATE- Dec 90
NOTE- 30p.; For a related document, see SO 021 149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Foreign Countries; Global Approach; *International Education; International Educational Exchange; International

Plans, and Reforms of Education in Bangladesh (Md. Fazlul Karim Choudhury). (DB)

ED 335 272 SO 021 421

Wegner, Gregory P.
Teaching about the New Europe and the New Germany in American Teacher Education Programs.
PUB DATE- Jun 91
NOTE- 25p.; Paper presented at The New Europe and the New Germany in U.S. Classrooms Conference (Indianapolis, IN, June 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Course Content; Current Events; *Curriculum Development; Foreign Countries; Global Approach; Higher Education; Multicultural Education; *Social Studies; *Teacher Education; Teaching Methods; World Affairs
IDENTIFIERS- *Europe; *Germany

Teacher education programs of U.S. universities hold great potential for promoting new ways of thinking about the formation of a unified Germany and its future role in Europe. These programs are important because they influence teacher candidates as to how they will teach about the New Europe. Three recommendations are offered to expand the understanding of the New Europe in the social studies curriculum to the benefit U.S. citizens. These recommendations include: teacher candidates should know and understand the unique historical contributions of East Germany, and Eastern Europe and Western Europe should be considered within the larger context of the New Europe and the world economic community. An 8-item list of sources are included, as are materials concerning the New Europe. (DB)

ED 335 273 SO 021 422

Tinkler, D. William
The Compact Society: Japanese Culture in the 1990s. Journal Entries on the 1990 Koho Fellowship.
PUB DATE- 4 Oct 90
NOTE- 17p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Programs/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Cultural Activities; Cultural Differences; Cultural Influences; *Cultural Traits; *Culture Contact; Foreign Countries; *Foreign Culture; Global Approach; Multicultural Education; Secondary Education
IDENTIFIERS- *Japan; *Japanese Culture

Journal entries of a secondary school teacher visiting Japan are presented in this document. Observations about entertainment, food, customs, prices of goods, and other aspects of Japanese culture are made. Discussion questions, an activity for 7th- to 12th-graders, and copies of several photographs also are included. (DB)

ED 335 274 SO 021 427

Berube, Maurice R.
American Presidents and Education.
PUB DATE- 91

possibilities can be accommodated to the needs of the school, the school culture, and the developmental stages of the teachers. A description is given of four types of SBTE programs: (1) mentorship programs; (2) a resident supervisor s program; (3) a regional staff development center associate program; and (4) a peer coaching program. (JD)

ED 335 298 SP 033 037

Spring, Joel
American Education. An Introduction to Social and Political Aspects. Fifth Edition.
PUB DATE- 91
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Court Role; *Educational Objectives; Elementary Secondary Education; Family School Relationship; Higher Education; *Political Power; Political Socialization; *Politics of Education; Preservice Teacher Education; *Public Schools; Social Change; Socioeconomic Influences; *Teaching (Occupation); Textbooks; Unions
IDENTIFIERS- America 2000; National Education Goals 1990

This book introduces prospective teachers to the historical, social, and legal foundations of education and to the profession of teaching. The text is designed to help readers develop a conceptual framework for understanding the educational system within which teachers work, and challenges them to ask questions about the role of schooling in U.S. Society. Part 1, on the school and the social order, discusses the purposes of public schooling; the increased emphasis on the role of teacher unions in state politics; President Bush s educational goals for the year 2000; and issues of gender, race, and ethnicity. Part 2 explores power and control in U.S. education at the local, state, and national levels; discusses the various political forces working to nationalize education in the United States; and demonstrates the impact of the politics of education on the content of schooling. How politics affects curriculum instruction and textbooks and how court decisions affect every aspect of schooling in terms of protection of individual rights within the public schools is included along with a review of relevant cases. (LJL)

ED 335 299 SP 033 047

The Task Force on the Preparation of Teachers in West Virginia. Final Report.
PUB DATE- Dec 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Alternative Teacher Certification; Educational Technology; Elementary Secondary Education; Fiscal Capacity; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Improvement; *Public Policy; *Staff Development; State Government; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- National Teacher Examinations; Task Force Approach; *West Virginia

This report suggests how West Virginians might improve public policy in ways that positively affect all classrooms in the state and describes an approach to improve teacher education.

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teacher Supervisors; *Supervisor Qualifications; *Supervisory Methods; *Teacher Supervision
IDENTIFIERS- Scotland

The five chapters of this booklet concentrate on the practical side of teacher training. Chapter 1 describes the nature and purposes of training and placement. Chapter 2 provides information on a direct and an indirect procedure for training, guidance on blending the two procedures, and on making the best use of the time available to both trainer and trainee. Chapter 3 describes numerous training methods that can be used during either training or placement; some are based on teacher thinking and others on practice in various kinds of teaching. Chapter 4 explains the essentials of performance appraisal, outlining the three steps appraisal involves and explaining how to take these steps. Chapter 5 describes characteristics of a good trainer--competent, ethical, human, and caring. Four appendixes provide two case studies and further information on methods for evaluating training and placement, to accompany Chapter 2, an appraisal form, to accompany Chapter 4, and a comparison of appraisals made by two trainers; and a listing of background research studies. A list of references and some suggested works for further reading complete the volume. (AMH)

ED 335 319 SP 033 201

Peters, Karen; Crisci, Pat E.
Second Year Results of the TRIVET Program (Techniques of Responsive Intervention To Validate Effective Teaching): A School-University Partnership in the Appraisal of Classroom Instruction.
PUB DATE- 91
NOTE- 34p.; Paper presented at the National Conference for Professors of Educational Administration Conference-Within-A-Convention (New Orleans, LA, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Instructional Improvement; *Instructional Leadership; Literature Reviews; Master Teachers; Principals; *Staff Development; *Supervisory Training; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement
IDENTIFIERS- TRIVET Program

The Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET) program is a year-long staff development training program involving principals and lead teachers in a collaborative effort to improve classroom instruction. The program provides an opportunity to develop the competencies necessary to effectively appraise classroom teaching and prescribe strategies for improvement. Since the goal of teacher appraisal is the improvement of instruction, this program offers a process which allows administrators to impact what happens in classrooms. Retraining administrators and lead teachers entails the use of a systematic research-based approach to classroom appraisal and lesson analysis. The training approach includes: (1) a preservice observation conference; (2) script-taping; (3) a post-observation conference; and (4) an action plan. Through appropriate diagnosis and development of prescriptions for improvement, the administrator demonstrates a knowledge of good instruction. The

*Conversational Language Courses; Curriculum Development; French; Higher Education; High Schools; Inservice Teacher Education; Interdisciplinary Approach; *International Studies; *Language Teachers; Minority Groups; Program Development; Public Administration; Second Language Programs; Spanish; Summer Programs; Urban Schools

IDENTIFIERS- *Akron Public Schools OH; *University of Akron OH

In response to the changing world economic market, foreign language teachers of the University of Akron and Akron Public Schools (Ohio) began a joint project, federally supported, to strengthen foreign language teacher proficiency in the area of careers in business, education, and government service, strengthen oral proficiency of high school language students, and develop an exploratory career program in international studies for urban and minority high school students. Akron s Critical Foreign Languages Program included: (1) a 2-week intensive summer institute for 20 high school foreign language teachers; (2) a conversational partner program for high school students studying French, Spanish, and Chinese; and (3) a 4-year high school curriculum plan for international studies. The summer institute was designed to increase teachers knowledge of the role of foreign languages in international careers, develop proficiency and cultural awareness in business French and Spanish, and encourage expansion of foreign language curricula. General and language-specific sessions were included. The conversational partners program paired high school and college students for opportunities to improve language skills in an informal setting. An interdisciplinary, international studies curriculum was developed as a model for school districts, to emphasize that foreign language skills and intercultural awareness can enhance career opportunities. A sample Spanish lesson on applying for a job is appended. Contains 5 references. (MSE)

ED 334 858 FL 019 311

Rahilly, Leonard J.

Re-Examining Traditional Values in Foreign Language Teaching.

PUB DATE- Apr 90

NOTE- 14p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Cultural Awareness; Educational History; *Educational Objectives; Higher Education; *Intercultural Communication; Learning Motivation; Second Language Instruction; *Second Languages; *Student Motivation; Surveys

Not long ago, foreign languages were taught in schools and colleges not for practical use or cultural understanding, but for intellectual discipline, understanding of English grammar and syntax, vocabulary enrichment, or to allow reading of foreign literature. The space race and development of jet travel changed attitudes toward language learning and teaching methodology. An informal survey of 43 university foreign language students in 2 classes investigated motivations for studying a language. Many ranked personal interest first. Cultural understanding was ranked first by a smaller group, and six students gave usefulness in a future career as a primary reason for language study. Other reasons included usefulness in graduate school, fulfilling a requirement, desire to be

(Texas) search process and illuminates the ways in which members of a search committee can court a candidate. Chapter XI examines the two-way process in which candidate and institution must each choose and be chosen. Over 250 references and an index are included. (JB)

ED 334 879 HE 024 647

Goodell, Phillips W.
Demand Estimation for Collegiate Aviation Academic Programs.
PUB DATE- Jan 91
NOTE- 10p.; In: Floyd Price, Ed., Kansas Aviation Review, NIAR Report 91-3, p30-38, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aviation Education; Educational Demand; *Elective Courses; *Enrollment; Higher Education; Information Sources; Postsecondary Education; *Prediction; Program Development; Research Methodology; *Research Tools; Surveys

This paper addresses the issue of how one might go about providing a reasonable answer to the question of how many students will enroll in a new academic program at a university and applies the principles to the process of estimating demand for a new collegiate aviation program. A combination of approaches is suggested, including the following: (1) potential enrollee "concept" interest survey; (2) analogy to similar program introductions; (3) underlying student enrollment trend analysis; and (4) survey of expert opinion. It is noted that while such methods may provide the new course proponents with a theoretically "neat" package of estimates and probability range it is still suggested that the actual course signup is mainly the result of marketing follow-up. Contains two references. (Author/GLR)

ED 334 880 HE 024 673

Whiteley, John M.; Yokota, Norma
Character Development in the Freshman Year and over Four Years of Undergraduate Study. The Freshman Year Experience. Monograph Series No. 1.
PUB DATE- 88
NOTE- 34p.; For other titles in this series, see HE 024 674-677.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Freshmen; Consciousness Raising; *Curriculum Development; Educational Planning; Higher Education; Longitudinal Studies; Personality Assessment; Personality Development; Research; *Student Development; Undergraduate Study; *Values Clarification; *Values Education
IDENTIFIERS- *Sierra Project

This monograph reviews the impact of the freshman year and the four years of undergraduate study on a central dimension of personal development: the formation of character and its progression from late adolescence to young adulthood. A foreword by Nevitt Sanford places the discussion in the context of a general loss by American universities of concern for larger issues, such as community and moral values, and their replacement during the post-Sputnik era by a techno-scientific by administration and unopposed by senior faculty, junior faculty activists, in their eagerness to create a multicultural community, demand and receive changes in admissions and other policies on the basis of race and gender categories, rather than intellectual merit. Case histories examine the admissions policies of the University of California at Berkeley, the multiculturalism at Stanford University, the roots of protest at Howard University, racial incidents at the University of Michigan, the subversion of academic standards at Duke University, and the teaching of race and gender at Harvard University. Each case is used to document the counterproductive effects of preferential treatment and official double standards on minorities themselves, and argues that university policies designed to foster pluralism, diversity, tolerance, and multiculturalism in fact promote ignorance, intolerance, and racism. Finally, it is noted that the rhetorical excesses and coercive tactics of the "politically correct" have done much to drive reflective liberals into the ranks of a conservative opposition. Contains an index and reference notes for each chapter. (GLR)

ED 334 899 HE 024 727

Malloy, Suzanne E.
A Study of the Attitudes of Nursing Students toward Caring for AIDS Patients. Law, Politics, and Economics of Higher Education.
PUB DATE- Sep 90
NOTE- 131p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Measures; College Students; Fear; Graduate Students; Higher Education; Medical Services; *Nurses; Nursing Education; Patients; Questionnaires; *Student Attitudes; *Student Reaction; Undergraduate Students

This study examined the attitudes of undergraduate and graduate nursing students (N=282) towards caring for Acquired Immune Deficiency Syndrome (AIDS) patients. A 57-item Likert type AIDS attitude questionnaire focused on the following questions: (1) Is there a difference in the comfort level of juniors, seniors, or graduate students caring for AIDS patients? (2) Is there a difference in the confidence level of students who have or have not had a course on AIDS? (3) Does the age of an individual affect his/her attitude towards caring for an AIDS patient? (4) Does personal experience of individuals diagnosed with AIDS, make a difference in the student s attitude towards caring for an AIDS patient? Findings revealed that, in general, students had fairly positive attitudes towards caring for AIDS patients. Most students were highly supportive of patients rights and felt there was insufficient curriculum preparation to adequately care for these clients. Those factors which contributed positively toward feelings of more adequate curriculum preparation were: knowing someone with AIDS; having had a formal AIDS class; having cared for someone with AIDS; and the age of the student. Contains a 52-item bibliography, the questionnaire, and responses. (Author/GLR)

ED 334 900 HE 024 728

Bryant, Charles W.; Clifton, Joseph
A Comparison of Student-Athletes Grades In-Season vs. Out-Of-Season at Trenton State University.

ED 334 919 HE 024 755

McPherson, Andrew; And Others
Aiming for a College Education: A Strategy for Scotland.
SPONS. AGENCY- BP Exploration, Glasgow (Scotland).
PUB DATE- 91
NOTE- 28p.; Colors used in the figures may not reproduce distinctly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; Articulation (Education); *Change Strategies; Curriculum Development; *Educational Change; *Educational Trends; Foreign Countries; *Higher Education; Institutional Characteristics; Occupational Aspiration; Postsecondary Education; Program Development; School Business Relationship; Student Educational Objectives; *Student Recruitment
IDENTIFIERS- *Scotland

The report reviews British Petroleum s "Aiming for College Education" program in Scotland, a 5-year program to raise the aspirations of young people for post-compulsory education and for higher education in particular. The program invites local higher education institutions to consider initiatives in four areas (promotion and marketing, information and guidance, access and outreach, and institutional and curriculum development), with primary involvement of the Universities of Glasgow and Stratchlyde as well as Paisley and Glasgow Colleges. The report is in eight main sections: (1) an introduction; (2) an overview of the structure of higher education in Scotland; (3) the school route to higher education; (4) other routes to higher education; (5) progress within higher education; (6) recent attempts by higher education to recruit new entrants; (7) the place of further education; and (8) a strategy for planning interventions to increase higher education participation, and specific proposals in such areas as curricular integration, special entry schemes, part-time courses, and employer guarantees. Includes 12 references, 7 figures, and a glossary of abbreviations. (DB)

ED 334 920 HE 024 756

Belmont, Jean
Planning Makes College Possible.
PUB DATE- Sep 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Benefits; *Financial Needs; Financial Support; Higher Education; Investment; *Long Range Planning; *Money Management; Need Analysis (Student Financial Aid); *Parent Financial Contribution; Parent Role; *Paying for College; Student Costs; *Student Financial Aid; Student Loan Programs

Written by a college financial aid administrator, this booklet is intended to help parents of younger children plan and prepare for the financial aspects of college education. After an introductory chapter, Chapter II lists current and projected (year 2000) costs at the most expensive colleges and at New

Packer, author of Workforce 2000, speaking on the changing nature of the nation s workforce and the economic impact of the skills gap; Thomas P. Solomon of the New England Council, whose subject was workforce training; Allan M. Norton of Martin Marietta describing that company s efforts to support math and science curriculums; Bernard Brown, representing the Coalition of Apparel Industries, speaking about domestic and foreign labor forces; John H. Zimmerman of MCI corporation, discussing work force skills and projected future trends for skill levels; Thomas Ehrlich, President of Indiana University, testifying on the large number of older, part-time, wage-earning undergraduates (with individual reports from the Chancellors of individual campuses); and Audrey C. Cohen, President of The College for Human Services, giving his assessment of the increasing technologization of education and the increased interdependence and service orientation of the world at large. (JB)

ED 334 940   HE 024 794

Swift, John S., Jr.
Social Consciousness and Career Awareness: Emerging Link in Higher Education. ASHE-ERIC Higher Education Report No. 8, 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; Civics; Cooperative Programs; Curriculum; *Government Role; Higher Education; Policy Formation; *Public Service; Role of Education; School Community Relationship; *Social Responsibility; Student Attitudes; *Student Volunteers
IDENTIFIERS- *National Service

Contemporary college students apparent lack of exposure to citizenship, lack of concern for others, and ignorance of how to be involved citizens has prompted a call for involving students in volunteer service at the national level or as part of the undergraduate experience. This monograph begins by discussing volunteer programs as they relate to higher education including the role universities have traditionally played, and the involvement of various branches of the university community. A further section treats the characteristics and desires of contemporary college students: their environmental, economic, social, political and financial conditions; lessons of the student activism of the 1960s; and the effects of civic participation. The next section explores the economic, social, and personal aspects of volunteering and philanthropy. National service programs are the subject of the fourth section, which discusses their essential elements, congressional efforts, President Bush s proposal to create some type of volunteer service corps, and the effect of national service on higher education. The next section examines the role and action of higher education in service programs including: curricular changes; service-learning education; work-study programs; collaborative efforts between higher education, government, and the private sector; outreach opportunity leagues; campus compacts; faculty participation; and evaluating the effects of civic participation. An index and a bibliography television resources to aid in meeting state instructional requirements, continuing objectives, and curriculum needs, this guide lists and briefly describes 195 programs presented over the South Carolina Educational Television Network for grades K-12 in 20 subject areas: (1) language arts; (2) foreign languages; (3) mathematics; (4) natural sciences; (5) social studies; (6) environmental studies; (7) computer education; (8) music, drama, and dance; (9) art; (10) fine arts; (11) health and safety; (12) physical education; (13) driver education; (14) business education; (15) career guidance; (16) home economics; (17) trades and industrial education; (18) guidance; (19) education for the handicapped; and (20) substance abuse. Programs for each subject area are listed by title and level (elementary, middle-junior high, and secondary). Information provided for each program or series include the curriculum need and a brief description. A Basic Skills Assessment Program Reference Table for ITV is also provided which lists the program/series titles by subject area and continuing objective and indicates the appropriate grade level. (MES)

ED 334 961 IR 014 183

Hubbell, John N.; And Others
The Use of the Computer in Louisiana Schools. Fifth Annual Report. Bulletin 1679.
PUB DATE- May 86
NOTE- 148p.; For the fourth and sixth annual reports, see ED 265 829 and IR 014 184; for a study of trends in computer use in Louisiana schools, see ED 325 083.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; *Computer Assisted Instruction; Computer Uses in Education; Elementary Secondary Education; *Microcomputers; Questionnaires; School Surveys; *State Surveys; Tables (Data); Teaching Methods; *Use Studies
IDENTIFIERS- Louisiana

Information for the 1985-86 school year presented in this fifth annual report on microcomputer use in 1,368 public and private K-12 schools in Louisiana indicates that, overall, 85% of the schools are using computers for instruction or other purposes. Detailed survey results are presented in 17 data tables, which show: (1-2) the number and percentage of schools that do and do not use computers; (3) computer utilization by grade level; (4) distribution of computer use by subject area; (5) number of computers in schools; (6) number of computers by brand and model; (7) use of computers and number of students served; (8) locations of computer use (e.g., computer lab, classroom, library); (9) number of boys, girls, and special education students in classes using computers; (10) schools with special programs encouraging girls or special education students to use computers; (11) number of students with access to district computer planning; (12) computer software sources; (13) sources of computer equipment maintenance; (14) sources of and number of teachers receiving computer training; (15) number of schools using electronic technologies along with computers; (16) sources of funding for computer purchase; (17) number of schools by type purchasing computers from the state contract; and (18) ratings of usefulness of services. Also included are recommendations from the Louisiana Department of Education, the survey instrument, and appendices of raw data from the survey. The appendices make up more than half of the report. (SD)

Education; *Instructional Design; *Intermode Differences; Learner Controlled Instruction; *Locus of Control; Microcomputers; Pretests Posttests; Undergraduate Students

The purpose of this study was to examine the effects of three computer-assisted instruction (CAI) locus of instructional control strategies--learner control, learner control with advisement, and program control--on posttest performance and anxiety. The instructional content was a lesson addressing the effects of alcohol on the body. To examine the effects of the CAI lessons on learner anxiety and achievement, split-plot and pre- and posttest experimental designs were used. Subjects were undergraduate students randomly assigned to one of the three CAI treatment groups. All subjects completed the computer administered pre-assessment, CAI tutorial, and post-assessment. Pre- and post-assessment measurements consisted of a 24-item pretest and posttest along with a 10-item State-Trait Personality Inventory S-Anxiety subscale. Anxiety was assessed before, during, and after CAI. The major findings indicated that there were: (1) no significant achievement differences between lesson control treatments; (2) significant decreases in subjects state anxiety levels across measurement occasions that were the same across treatments; and (3) the learner control with advisement treatment required a significantly greater amount of time to complete the CAI lesson than was required by the learner control treatment. (4 tables, 31 references) (Author)

ED 334 980 IR 015 143

Dempsey, John V.; Tucker, Susan A.
Using Photo-Interviewing as Tool for Research and Evaluation.
PUB DATE- 91
NOTE- 24p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. For a related paper, see ED 318 800.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Educational Environment; *Formative Evaluation; Graduate Students; Higher Education; High Schools; Interviews; *Photographs; *Program Evaluation; *Research Methodology; Visual Stimuli
IDENTIFIERS- *Photo Interviewing

Arguing that photo-interviewing yields richer data than that usually obtained from verbal interviewing procedures alone, it is proposed that this method of data collection be added to "standard" methodologies in instructional development research and evaluation. The process, as described in this paper, consists of using photographs of "episodes" in a project as visual cues both in interviewing subjects and in reports for stakeholders in the outcome of the project. It is noted that the technique can be particularly helpful for pilot-stage projects where innovation and development are organizational priorities. Some strengths of photo-interviewing are cited, and a nine-step strategy is proposed: (1) identify major questions and research or evaluation perspective; (2) prepare the data gathering approach; (3) photograph episode; (4) organize and label photographs; (5) prepare protocol; (6) pilot interview; (7) conduct and videotape interview; (8) analyze photographs, field notes, interview notes, and videotape; and (9) summarize findings. Discussions of the individual steps include examples from two attempts to incorporate photo-interviewing with display the frequency of media use or production activity in each of these categories for K-3 teachers, grade 4-6 teachers, and K-6 teachers. In addition, the Spearman-Brown rank-order correlation formula was used to determine correlation of rankings of media use by primary (K-3) and intermediate (4-6) teachers. Appendices contain lists of media utilized daily by K-6 teachers, as well as daily to weekly, weekly to monthly, monthly to yearly, and less than once a year. These lists are in rank order. (BBM)

ED 334 998 IR 015 165

Morrissey, Kristine A.
Interactive Video and Informal Learning Environments.
PUB DATE- 91
NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Endangered Species; *Exhibits; *Hypermedia; *Interactive Video; Microcomputers; *Museums; *Orientation Materials; *Use Studies; Videotape Recordings
IDENTIFIERS- Birds; *HyperCard

The Michigan State University Museum used an interactive videodisc (IVD) as an introduction to a special exhibit, "Birds in Trouble in Michigan." The hardware components included a videodisc player, a microcomputer, a video monitor, and a mouse. Software included a HyperCard program and the videodisc "Audubon Society s VideoGuide to the Birds of North America: I." Designed to act as a conceptual pre-organizer, the HyperCard program used computer-generated text screens and segments from the videodisc to introduce vocabulary and discuss concepts and principles illustrated in the exhibit. Video segments also provided a context for observing the mounts by discussing identification and illustrating bird behavior in their habitats. The study took place over 10 weekend days with 5 days randomly assigned to control and 5 to experimental conditions. Under experimental conditions, the IVD system was set up for a 2-hour period outside the entrance to the exhibit hall. All visitors during the data collection periods were videotaped, and the HyperCard program recorded visitors responses under the experimental condition. It was found that the presence of the IVD program significantly increased visitors time within the exhibit area; groups with children were more likely to use the program than adult only groups; groups with males (either adult or children) were more likely to use the program than those with females; and 75% of the program users selected a unique path through the program. These results suggest that interactive video can be used effectively as a pre-organizer for a museum exhibit, and that it encourages learning by enabling visitors to actively research their own interests. Ten sample computer screens are appended. (12 references) (BBM)

ED 334 999 IR 015 166

Mayton, Gary B.
Learning Dynamic Processes from Animated Visuals in Microcomputer-Based Instruction.
PUB DATE- 91

While surveys have identified instructional design competencies, there has been virtually no systematic research of alternative means for assessing professional competence in this area. This paper reports on a study which investigated the question of whether a multiple-choice, paper and pencil test can validly discriminate between levels of professional competency in instructional design. The instructional design instrument was developed in three stages: (1) items were composed and revised until subject matter experts agreed to each item s logical validity; (2) trial testing and item analysis were done using groups of masters and nonmasters of instructional design to test empirically and eliminate non-discriminating items from the instrument; and (3) a phi coefficient was calculated to show a level of concurrent validity, the Tukey method of multiple range means testing was used to show significant differences between groups and subgroups, and multiple discriminant function analysis was used to identify additional items that did not discriminate between groups. A total of 257 subjects completed the instrument. A comparison of the mastery classification of the subject matter experts and the classification of instrument established the concurrent validity of the instrument, and it was concluded that this type of instrument can validly discriminate between masters and nonmasters of instructional design although further research is needed. A list of references used to identify the competencies and sample questions from the instrument are appended. (5 tables, 8 figures, and 37 references) (BBM)

ED 335 016   IR 015 183

Story, William B., Jr.; Harvey, Francis A.
Research on Hypermedia Browsers and Suggestions for Future Research.
PUB DATE- 91
NOTE- 6p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer System Design; *Hypermedia; *Information Seeking; *Media Research; Research Needs

Browsing tools have been developed to help users make effective use of the large amounts of information in hypermedia applications, aiding the user both in orientation (Where am I in the collection of information contained in the hypermedia application?) and in navigation (How do I get to another specific piece of information?). There are few formal research studies on how users actually utilize browsers in hypermedia. This paper describes current research on browsing tools and the types of browsers currently in use; describes why they are needed; and suggests additional research that might lead to the design of more effective browsing tools. (14 references) (BBM)

ED 335 017   IR 015 184

Streibel, Michael J.
Instructional Design and Human Practice: What Can We Learn from Habermas Theory of Technical and Practical Human Interests?
PUB DATE- 91
NOTE- 37p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational

contributed by Wisconsin librarians to complement the 1991 summer library program theme, whose transportation focus is intended to convey the spirit of adventure through reading. Chapter One offers basic guidelines to help libraries organize their ideas for planning and promoting programs. Chapter Two provides display and decorating ideas, name tag designs, and bulletin board suggestions. In Chapter Three a collection of brief program suggestions are presented as well as many sample programs and activities, craft ideas, young adult book lists, and a list of suggestions for transportation-related places to visit or distribute information about. Chapter Four includes the theme s clip art, coloring pages, puzzles, and games together with their answer keys. The artists roster in Chapter Five provides performance information about groups and individuals who might participate in the summer events. The performer evaluation sheet has also been provided. Chapter Six presents a variety of annotated resource lists which include: titles of books which complement those suggested for program use in Chapter Three; titles of videocassettes and films; and resources for hearing and visually impaired children (grades K-6). The guide concludes with ordering information for transportation related catalogs, supply stores, businesses, and products. (MAB)

ED 335 035 IR 053 636

Alabama Public Library Service Annual Report, 1990.
PUB DATE- 90
NOTE- 22p.; Photographs may not reproduce clearly. For the 1989 annual report, see ED 322 911.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Annual Reports; Blindness; Federal Aid; Library Administration; *Library Planning; *Library Services; Library Statistics; *Library Technical Processes; Professional Continuing Education; Program Effectiveness; *Public Libraries
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

This annual report highlights the accomplishments of the Alabama Public Library Service (APLS) during 1990. Introductory materials include a map of Alabama s Congressional districts, photographs of the executive board of APLS, and comments from the chairman of the executive board and from APLS director. Accomplishments are reported under the following headings: (1) Agency Services (i.e., the success of the summer reading program "Al s Summer Splash" which featured an alligator mascot, growth in the production of the Alabama Interlibrary Catalog (ALICAT) and the APLS catalog, the addition of 18 fax machines and a number of computer systems, the production of many more braille items, information dissemination, and the development of a VHS videocassette collection); (2) Circulation; (3) Agency Publications (e.g., APLS catalogs, manuals, guides, and newsletters); (4) Continuing Education; (5) Financial Responsibilities (including a breakdown of the Titles I, II and III grants distribution); and (6) Special Projects (e.g., grants to improve inadequate library and information services and projects which targeted government and non-profit institutions). A chart summarizes monies awarded to public libraries and library systems under Titles II and III of the Library Services Construction Act, and a directory of APLS staff concludes the report. (MAB)

PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authoring Aids (Programing); College Libraries; Comparative Analysis; *Computer Assisted Instruction; Demography; Higher Education; *Instructional Effectiveness; *Intermode Differences; *Library Instruction; Pretests Posttests; *Student Attitudes; Time on Task
IDENTIFIERS- Central Missouri State University; *Library Tours

A computer-assisted instruction (CAI) program using Utah PILOT programming language was constructed that includes the same objectives that are taught during the presentation of a traditional library tour. The amount of time necessary to complete the CAI program is approximately the same time needed by a student taking a library tour. The population for the study consisted of ENG 1020 classes at Central Missouri State University. Department of English and Philosophy instructors volunteered the use of their classes for this study. The classes were divided into three groups consisting of a computer-assisted instruction group (N=66), a tour group (N=64), and a control group (N=40). Each group was given a pretest, subjected to the teaching method, and then administered a posttest. This measured the amount of difference in learning that took place between the two tests. Each test also served another purpose. The pretest was utilized to collect such student demographic data as student status, previous involvement in library work, knowledge of library skills, size of high school graduation class, and previous use of or skills with computers. The posttest was used to gather information on the students opinions and evaluation of the particular treatment to which they were exposed. There was little difference in the over-all rating given the treatment method by either of the experimental groups. The majority in both groups indicated that they felt the teaching method in which they had participated was average or above. Since the CAI group showed the highest adjusted posttest mean, and their evaluation of the program was equal to or better than that of the general library tour, it was concluded that the CAI treatment proved to be more effective in teaching basic library orientation and research skills. (3 references) (BBM)

ED 335 056 IR 053 686

Allen, Christine M.
Impact of Year-Round Education on RUSD Elementary Libraries.
PUB DATE- 26 Nov 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Libraries; Elementary Education; *Learning Resources Centers; *Library Personnel; *Library Services; Public Libraries; Scheduling; *School Districts; School Libraries; *School Personnel; *Year Round Schools
IDENTIFIERS- Riverside Unified School District CA

This report on year-round education as it directly affects elementary school libraries focuses on two major aspects of impact: people (site level instructional media center clerks, district personnel, and delivery of library services to both students and staff) and things (the library collection, equipment, and the facility itself). General information on year-round education programs was obtained from the documents professionals representing at least 75% of the 107 California community colleges; to provide at least four regional workshops focused on high risk, non-traditional, and/or culturally different student populations; to provide on-site consultive services to encourage colleges to replicate VSW in-service activities; and to conduct a follow-up study of all participants. Part II reviews the Celebrate Great Counseling (CGC) Workshop Addendum, indicating that its objective was to provide 3 to 4 days of leadership development activities for 24 community college vocational counselors. For both projects, anticipated and actual project outcomes, major project activities, and evaluation methods are explored. Appendixes provide materials on the following individual workshops: Total Quality Management; Statewide Student Follow-up System (SSFS) Technical Implementation; Contract Education: A National View Teleconference; Celebrate Great Teaching in Vocational Education; and Disadvantaged Workshops Project. Workshop abstracts, evaluations, and a list of participants are included. (JMC)

ED 335 073 JC 910 361

Torres, Belinda M.; Kapes, Jerome T.
The Relationship between Work Values and Job Satisfaction for Black and Hispanic Community College and Technical Institute Leadership Trainees.
PUB DATE- 3 Dec 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Vocational Association (Cincinnati, OH, November 30-December 4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Blacks; College Administration; Community Colleges; Comparative Analysis; *Hispanic Americans; Instructional Leadership; *Job Satisfaction; Leadership Qualities; *Leadership Training; Statistical Analysis; Tables (Data); Technical Institutes; Two Year Colleges; *Values

In 1990, a study was conducted to identify the work values and degree of job satisfaction of potential minority leaders in community colleges and technical institutes, and to examine the relationship between participation in a minority leadership development program and work values and job satisfaction. The study sample was drawn from an applicant pool of 73 individuals who were nominated for the Texas A & M Minority Leadership Development Project (MLDP). Though only 37 were selected for participation in the MLDP, all 73 nominees were invited to participate in the study. Characteristics of the potential minority leaders were studied using biographical data, two measures of work values, and a job satisfaction instrument. Major study findings included the following: (1) study subjects differed from norm groups on selected work values, appearing to value ability utilization, advancement, aesthetics, altruism, authority, creativity, personal development, social interaction, variety, working conditions, cultural identity, economic security, compensation, social status, supervision/human relations, and supervision/technical more highly; (2) those selected for participation in the MLDP valued advancement, responsibility, and autonomy more highly than those not selected for the MLDP, but valued physical activity, social interaction, social relations, variety, working completing the actions. (JMC)

ED 335 090 JC 910 386

Head, Ronald B.
Serving the Community: Results of the 1991 Piedmont Virginia Community College Community Survey. Research Report Number 4-91.
PUB DATE- Aug 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; *Community Characteristics; Community Colleges; Community Satisfaction; Community Surveys; *Educational Attitudes; *Participant Satisfaction; Questionnaires; *School Community Relationship; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College

In spring 1991, Piedmont Virginia Community College (PVCC) administered a community survey to residents of its service region--Charlottesville and the surrounding counties. The purpose of the survey was to determine how much citizens knew about PVCC and its services; how satisfied they were with these services; and what additional services they would like the college to offer. A total of 6,026 surveys were sent to every tenth household in the service region. Study findings, based on a 10.7% response rate, included the following: (1) males, minorities, and people under 25 tended to be underrepresented among survey respondents in comparison to service region population characteristics; (2) over 90% of the respondents were aware that PVCC serves the entire service region, and over 80% were aware that classes are available at locations throughout the region; (3) 69% had attended PVCC; (4) 75% had learned about PVCC courses, programs, and services from class schedules mailed by the college to their homes; (5) proximity to the college had little bearing on either awareness of or attendance at the college; (6) when asked what services and course options would encourage attendance at PVCC, respondents seemed less interested in traditional college services such as student activities or counseling, and more interested in a wider range of course offerings provided at additional locations and more convenient times; and (7) over 50% of the respondents were extremely satisfied with their educational experience at the college. Data tables, open-ended responses, and the survey instrument are included. (PAA)

ED 335 091 JC 910 387

Baratta, Frank; Moody, Lee
Proposed Transfer Project between the District and the Four-Year Segments.
PUB DATE- Mar 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Planning; *College Transfer Students; Community Colleges; Definitions; Higher Education; *Intercollegiate Cooperation; *Policy Formation; Program Proposals; Research Needs; *Transfer Policy; Transfer Programs; Two Year Colleges; Universities

This project proposal provides background information and outlines a Contra Costa Community College District (CCCCD)

Community Economic Development," by Robert J. Kopecek; (6) "Renovating Cooperative Education Programs," by Patricia A. Rheams and Fred Saint; (7) "Meeting Health Care Credentialing Needs," by Madeline K. Turkeltaub; (8) "Work Force Development through Distance Learning," by LaVerne W. Miller; (9) "Exploring the Community College Concept: Worldwide Variations," by Joseph Arthur Greenberg; (10) "Trading in a Global Economy: Obstacles and Opportunities," by Robert L. Gell and James A. Crupi; (11) "Evaluating Results of Economic and Work Force Development Programs," by Richard L. Alfred; and (12) "Sources of Information: Community Colleges and Economic Development," by Diane Hirshberg. (PAA)

ED 335 108 PS 019 311

Westwood, Geraldine E.
Using a Cooperative Home-School Developmental Program To Enhance the Listening Skills of Kindergarten Children.
PUB DATE- 90
NOTE- 80p.; Ed.D. Practicum, Nova University. Author abstract (pg. VI) not in copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; *Curriculum Enrichment; Developmental Programs; Home Study; *Kindergarten Children; *Listening Skills; *Parent Participation; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; *Student Improvement; Television Viewing

This 12-week practicum intervention was designed to enhance the listening skills of 22 kindergartners by means of a cooperative home-school developmental program. In the class, stories and poetry with listening themes were read aloud on a daily basis. Story structure was stressed. Puppets, flannel board stories, and dramatics were used. In addition, a classroom listening center was set up. Questions were asked before, during, and after stories were read aloud. Through weekly newsletters, parents received listening tips to use at home with their children. Records and tapes were sent home so that the children could listen to them and use them to complete a story-related activity. Listening was stressed during the entire school day and during special listening training which was given in 30-minute lessons, 3 days per week. Practicum evaluation data indicated that even though all of the objectives were not met, significant growth did occur. Four of the five practicum objectives were achieved by the majority of the participating children. Parents were supportive and enthusiastic throughout the implementation period. Appendices provide survey instruments, related materials, and a list of 42 books used for take-home activities. Fifty references are listed. (RH)

ED 335 109 PS 019 642

Hoff-Ginsberg, Erika
Why and How Some Mothers Talk More to Their Children than Other Mothers.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

IDENTIFIERS- Adel Desoto Community School District IA
This handbook, which is provided by the Adel-Desoto Community School District for new staff members, covers all aspects of the before-and-after-school child care program, including: (1) the school itself (facilities and equipment); (2) the staff (employment qualifications, requirements, and classifications; policies regarding conduct, appearance, and relations with supervisors, coworkers, and parents; payroll information; and specific duties); and (3) the children (general guidelines concerning health and safety, emergency procedures, daily schedules, and discipline and treatment of children). Other topics addressed are conduct on the premises, release of children, communication and management skills, child discipline, financial responsibilities, and enrollment and waiting lists. The handbook includes a job description summary, caregiver categories, terms of employment, general guidelines, snow day information, child care schedules, and children s safety and health guidelines. (SH)

ED 335 129 PS 019 706

Developmental Kindergarten: Definition and Description.
PUB DATE- Oct 89
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; *Developmental Programs; *Educational Objectives; Educational Practices; Elementary School Curriculum; Guidelines; *Kindergarten; Parent Participation; Primary Education; Program Descriptions; School Organization; School Schedules; State Programs; Student Evaluation; Teacher Education; Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; Program Characteristics; *Virginia
This paper sets forth a definition and operational description of a developmental program that should be of use as a guide, especially to Virginia s teachers and administrators. Also included in the paper are kindergarten curriculum objectives in the areas of language arts, mathematics, science, art, social studies, family life, health, mental health, nutrition, personal growth and personal health, safety and first aid, physical fitness and conditioning, movement education, rhythmic activities and dance, stunts, tumbling, gymnastics, game skills, and music. These objectives are followed by a suggested schedule for 6-hour day programs and guidelines for school organization and practices related to developmental kindergarten programs in the areas of parent involvement, teacher training, formal and informal assessment, and transition from kindergarten to first grade. Concluding discussion offers a statement of resolve to promote and maintain appropriate programs in kindergarten. (RH)

ED 335 130 PS 019 707

Bentley, Judy K.
Guidelines for Health Assessment and Intervention Techniques for 3, 4, and 5 Year Old Children.
PUB DATE- 88
NOTE- 65p.
LANGUAGE- English

school. Sixty-three children (28 girls), in Israel, their classmates and teachers took part in the study. Children were divided into four groups: (1) those who were victims of physical abuse; (2) those who witnessed abuse; (3) those who were both witnesses and victims of abuse; (4) a comparison group. Questionnaires completed by classmates and teachers were used to evaluate children s behavior in the peer group and the classroom. Although it was expected that there would be a significant difference between the maltreated and the control groups, and among the maltreated groups, results indicated no consistent differences among the four groups of abused and nonabused children. Teachers saw the abused witness group as having the fewest behavior problems, and children in the child abuse group as having the most behavior problems. Peers rated the children in the abuse group as possessing the greatest number of leadership qualities, while they viewed children in the abuse witness group as having the fewest leadership qualities. On the whole, peers perceived few behavior differences among the groups. Five tables provide statistical findings. (BC)

ED 335 151 PS 019 796

Goodenow, Carol
The Sense of Belonging and Its Relationship to Academic Motivation among Pre- and Early Adolescent Students.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Courses; *Elementary School Students; Grade Point Average; Group Membership; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Relationship; Preadolescents; Student Attitudes; *Student Motivation; Teacher Student Relationship
IDENTIFIERS- *Belongingness; Early Adolescents; *Student Expectations

This study investigated the relationship of students sense of belonging in their classes to measures related to motivation, student effort, and academic achievement. Data from 612 fifth- through eighth-grade middle school students revealed that the sense of belonging in a class was related to: (1) students expectations of academic success; (2) students intrinsic interest in the schoolwork in the particular subject; (3) course grades; and (4) teacher ratings of students effort. In general, the sense of belonging was most important among seventh graders, and was more important in low-consensus classes, such as social studies, than in high-consensus classes. Belonging is seen as situation-specific and as amenable to change through group processes in the classroom. A list of 32 references is included. (BC)

ED 335 152 PS 019 807

Char, Cynthia A.
Interactive Technology and the Young Child: Insights from Research and Design. Center for Learning Technology Reports and Papers in Progress, Report No. 90-2.
PUB DATE- 90
NOTE- 12p.; Paper based on presentation delivered at the Annual Conference of the American Educational Research Association

schooling as little better than "babysitting, job training, or incarceration," supporting environmental exploitation. His outlook advocates a liberal curriculum and an experiential, critical pedagogy. The third section attempts to place Berry s educational thought in the context of the history of educational ideas. Berry s philosophical tradition is rooted in Greek antiquity, which linked education, or character development, with the quality of community life. Berry s advocacy of critical consciousness is also similar to the cultural hegemony theory of the Frankfort School. The document concludes that Berry s philosophy is best described as "ecological," concerned with cultivation of truth, justice, and geological space. (TES)

ED 335 172 RC 018 092

Hillman, Arnold
Rural Pennsylvanians--A Troubled People.
PUB DATE- 91
NOTE- 25p.; Prepared for the Rural County Caucus, Clarion, PA.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; County Officials; Demonstration Programs; *Economic Development; Grants; Higher Education; Research Projects; *Rural Areas; *Rural Development; Rural Education; State History; *State Universities; *Unemployment
IDENTIFIERS- Counties; *Pennsylvania

This report presents the problems of rural Pennsylvania and proposes solutions to those problems. Because the news media does not systematically report on rural situations, the public lacks awareness concerning the problems in rural Pennsylvania. Rural problems include high unemployment rates, high welfare expenditures, out migration, low educational attainment, and high divorce rates. County commissioners can form a Rural County Caucus, become active in statewide rural groups, support rural legislative initiatives, network with other rural areas, encourage local cooperation among agencies, and involve counties in regional cooperation. Specific suggestions for economic development are: (1) locating rural demonstration sites; (2) creating a non-partisan Blue Ribbon Committee to study the problems and report to the governor and legislature; (3) setting up a renaissance fund for the revitalization of economically depressed Pennsylvania counties; (4) developing a symposium on rural problems; (5) expanding the Center for Rural Pennsylvania; (6) overseeing economic development across regions; (7) encouraging investment in Pennsylvania; (8) providing services to scout for new business; (9) developing school-based industries; (10) setting up a statewide entrepreneurship education program for rural areas; (11) immediately investigating new or redefined industries; (12) regenerating the local economy; and (13) building a state university system in rural economic development. The document includes a proposal for a bill for a renaissance fund for revitalization of economically depressed Pennsylvania counties. (KS)

ED 335 173 RC 018 101

Nicolau, Siobhan; Ramos, Carmen Lydia
You re a Parent...You re a Teacher Too. Join the Education Team.
SPONS. AGENCY- DeWitt Wallace / Reader s Digest Fund, Pleasantville, N.Y.; General Foods Corp., White Plains, N.Y.

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Graduates; Degree Requirements; *Employment Qualifications; Higher Education; *Job Skills; *Recreation; *Skiing; Staff Development; Tourism
IDENTIFIERS- *Outdoor Recreation

This paper describes general employment requirements for employment candidates in the skiing industry, as seen by Crested Butte Mountain Resort personnel. General educational requirements are primarily business skills, including: communications, computers, math, finance, accounting, economics, personnel administration, and psychology. Other general requirements that are not specifically taught, include: the ability to work as part of a team, higher-order thinking abilities, a sense of humor, a good work ethic, moral integrity, reliability, an appreciation for and understanding of the environment, and a service attitude. Customer service is considered essential to the industry. Specific requirements vary greatly by department. Departments include: (1) resort services, consisting of restaurants, rental shops, retail shops, ski instruction, nurseries, and building and grounds maintenance; (2) mountain operations; (3) property management; and (4) marketing and sales. Other jobs include computer specialists, accountants, travel agents, central reservationists, special events coordinators, and personnel administrators. Lastly, the successful employee must have a strong desire to work in the ski industry. (KS)

ED 335 191   RC 018 277

Elsner, Gary; And Others
Education Requirements for Natural Resource Based Outdoor Recreation Professionals.
PUB DATE- 91
NOTE- 5p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Degree Requirements; *Employment Qualifications; *Job Skills; Natural Resources; *Professional Education; *Recreation
IDENTIFIERS- *Forest Service; *Natural Resources Management; Outdoor Recreation

The Office of Personnel Management should designate a new professional series for hiring individuals in outdoor recreational management. A new professional series would help set a standard for professionals with training in both resource management and the social sciences. Recommended educational requirements for the series include: (1) natural resources management; (2) history of the conservation movement; (3) political science; (4) economics; (5) accounting and financial management; (6) basic concepts of maps, surveying, and property ownership; (7) natural resource protection; (8) principles of business management; (9) remote sensing and photogrammetry; (10) basic computer science; (11) data/information management; (12) communications; (13) recreation planning; (14) multiple and the 1989 Education Summit sponsored by the nation s governors and President Bush. This digest lists documents and programs in four areas: (1) curriculum and testing, which focuses on the reform of mathematics education and on projects which have begun to answer this challenge including the National Council of Teachers of Mathematics framework for the needed curriculum changes and its widely accepted document "Curriculum and Evaluation Standards for School Mathematics" and others; (2) teachers and teaching, which outlines programs for needed changes in teacher preparation; (3) school restructuring; and (4) Minority tracking. A list of 13 references is provided. (CW)

ED 335 211 SE 051 960

Yager, Robert E.; Blosser, Patricia E.
Meeting National Goals for 2000 and Beyond in Science Education. ERIC/SMEAC Science Education Digest No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.; For related digest, see SE 051 959.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Females; *Minority Groups; Program Descriptions; *Science Course Improvement Projects; Science Curriculum; *Science Education; Science Teachers; Science Tests
IDENTIFIERS- ERIC Digests; Holmes Group; *National Education Goals 1990; Project 2061 (AAAS)

The reform of elementary and secondary school science education in the United States has received renewed attention with the publication of several science reform documents and the 1989 Education Summit sponsored by the nation s governors and President Bush. This digest reviews documents which focus on the reform of science education and projects which have begun to answer this challenge including Project 2061 (American Association for the Advancement of Science) and the Scope, Sequence and Coordination (National Science Teachers Association) project. Areas covered include: (1) Strengthening Science Programs; (2) Strengthening Teacher Knowledge; (3) Working with Underrepresented Populations; and (4) Meeting the National Goal for Science Education. A list of 12 references is provided. (CW)

ED 335 212 SE 051 998

Lederman, Leon M.
Science: The End of the Frontier?
PUB DATE- Jan 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Attitudes; *Financial Support; Futures (of Society); Morale; Research and Development; Research Opportunities; *Research Universities; *Scientific Research; Scientists; Surveys

Problems of international economic competition, environmental degradation, and quality of life demand the very best form the

Admissions Setting.
PUB DATE- Jul 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *College Mathematics; Higher Education; *Mathematics Anxiety; Mathematics Education; *Minority Groups; *Open Enrollment; Qualitative Research; Student Attitudes; Student Evaluation
IDENTIFIERS- *Fennema Sherman Mathematics Attitudes Scales

Previous studies within traditional university settings indicate that a student s mathematics anxiety is directly correlated to previous school mathematics performance, as well as the attitudes developed during those prior mathematics classroom experiences. As a consequence, special programs have been devised at local levels to help students cope more effectively with mathematics anxiety, particularly in nontraditional universities serving minority students, since these students matriculate with relatively low levels of skill in mathematics and presumably high levels of apprehension. This study is an attempt to determine whether previous research findings concerning mathematics anxiety are directly generalizable to the nontraditional university settings. At an open admissions urban university, the students comprising all six sections (n=106) of an introductory mathematics survey course were administered questionnaires about their previous mathematics experience and their attitudes about current mathematics involvement. Further, the students were supplied with a form of the Mathematics Anxiety Scale (Fennema and Sherman, 1976), as modified for applicability to college students. Among the results, positive attitudes toward mathematics were inversely related to mathematics anxiety, which is similar to previous findings. The number of mathematics courses taken in high school, however, was positively related to mathematics anxiety, which is contrary to previous research findings. (19 references) (JJK)

ED 335 230   SE 052 222

Mizer, Robert; And Others
Mathematics: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. Mathematics Education Information Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Algebra; Arithmetic; Audiovisual Aids; College Mathematics; *Computer Uses in Education; Cooperative Learning; Data Analysis; Earth Science; *Elementary School Mathematics; Elementary Secondary Education; Experiential Learning; Females; Geometry; Graphs; Higher Education; *Interdisciplinary Approach; Junior High Schools; Learning Disabilities; Mathematics Anxiety; *Mathematics Education; Middle Schools; Minority Groups; Parents as Teachers; Plate Tectonics; *Problem Solving; Program Descriptions; Remedial Mathematics; Resource Materials; *Secondary School Mathematics; Technology; Vocational Education

Studies; *Peace; Social Studies; Student Educational Objectives; *Student Needs; *Teaching Experience; Teaching Methods; War; *World Affairs
IDENTIFIERS- *Peace Education; Sweden

The aims and tasks of a set of research and development studies carried out at the Malmo School of Education at Lund University in Sweden, under the umbrella term "Preparedness for peace," are outlined. The general aim of the studies was to increase knowledge of possible ways of helping children and young people at school to deal constructively with questions of war and peace. The work involved a variety of tasks, for example: (1) an inventory and analysis of experiences of peace education in different countries; (2) studies of conceptions (peace, war, enemy images) among children and young people; (3) a collection and analysis of viewpoints on the role of schools in pursuit of "preparedness for peace"; (4) documentation and experiments focusing on practical ways in which schools can organize peace-oriented activities; and (5) publication of brief information pamphlets from the project work that might be used to stimulate discussion and to generate ideas among teachers and teacher trainees. The document has a [illegible]4-item reference list of pamphlets and reports. (DB)

ED 335 251 SO 021 220

Junior Achievement/Gallup International Youth Survey: Analytic Report.
SPONS. AGENCY- Junior Achievement, New York, N.Y.
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Business; Career Planning; Comparative Analysis; Economics; Extracurricular Activities; Foreign Countries; Foreign Culture; Questionnaires; Secondary Education; *Student Attitudes; Student Behavior; Student Educational Objectives; Surveys; *Values; *Youth
IDENTIFIERS- *Japan

This document is the first in a series of surveys of U.S. youth on issues related to career planning and preparation, the image of business in society, and economic values. For comparative purposes, this study was conducted among U.S. and Japanese students. Specifically, the survey measured public opinion and behavior in the following areas: the image students have of the private sector in their society and the extent businessmen and women are valued as role models; students values concerning money; students interest in academic subjects and perceived importance of specific subjects; and students post-high school educational and career plans and confidence in reaching their goals. Among the many findings of the survey were that, contrary to common stereotypes, U.S. students were more likely than their Japanese counterparts to receive high school training in computer science, business, and economics; and U.S. students were more likely to spend their extracurricular time going out and having fun, while Japanese students were more likely to spend their time with an academic tutor or doing homework. The report of the survey findings is followed by a copy of the questionnaire and a technical appendix designed to help determine the statistical significance of survey results. (DB)

ED 335 252 SO 021 266

NOTE- 28p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; *Educational Policy; Elementary Secondary Education; Politics of Education; *Presidents of the United States; *Public Education; *United States History

The interest of U.S. presidents in public education has grown increasingly intense since World War II. This has been due largely to the nation s emergence as an international economic and political power, and a corresponding demand for an educated workforce. This paper surveys presidential administrations from Franklin Roosevelt to George Bush in terms of education policy and focuses on the educational leadership provided by individual presidents. The paper also considers the questions of whether education should be treated as a fundamental right of American citizens and whether there should be a constitutional amendment to that effect. (DB)

ED 335 275 SO 021 428

Kaufman, Cathy C.; Paulston, Rolland G.
Hungarian Education in Transition.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; Foreign Culture; *International Education; *Social Change; World Affairs
IDENTIFIERS- Europe (East); *Hungary

The effects of recent political and social changes in Hungary on that country s educational system and society and on Hungarian educators are examined. Responses to five interview questions put to 18 Hungarian educators representing the university, secondary, and elementary levels form the basis of the findings presented. The questions were: (1) What are the most significant changes occurring in education in the past year? (2) How are economic and political factors in Hungary influencing educational policy and/or grassroots movements? (3) How do teachers compare educational changes in Hungary to changes in other Eastern European nations? (4) What opposition to change exists and to what extent? and (5) Is any minority group large enough to have a voice in educational change? The analysis of the responses revealed a general resistance to and distrust of change both among Hungarian teachers and among the population at large. A 14-item list of references is included. (DB)

ED 335 276 SO 021 429

Education, U.S. Economic Performance and the Federal Role. Hearing before the Joint Economic Committee, Congress of the United States. One Hundred First Congress, Second Session.

Ten areas of responsibility are discussed: (1) upgrading teacher education programs to make the academic area of study more rigorous and effective; (2) streamlining and simplifying certification standards and the process; (3) examining the range of nontraditional approaches to augment the teaching force including, but not limited to, alternative certification and National Teacher s Exam Testing; (4) establishing a delivery system in higher education for the graduate level in-field salary classification; (5) surveying the need for teachers by identifying possible areas of teacher shortage and oversupply; (6) examining the range of possibilities for using technologies such as distance learning and computers to augment traditional educational delivery systems; (7) examining and developing retraining and professional development activities for experienced teachers; (8) examining the structure and governance of the state education system as related to teacher education; (9) examining the range of approaches to assessment and accountability for teacher preparation programs; and (10) analyzing the fiscal basis for teacher education in West Virginia and establishing the cost of each of the recommendations of the task force. An appendix includes a task force membership list, a list of characteristics of the ideal teacher, and a list of task force projects. A list of 287 "works consulted" concludes the document. (LL)

ED 335 300 SP 033 048

MacDonald, Robert E.
A Handbook of Basic Skills and Strategies for Beginning Teachers: Facing the Challenge of Teaching in Today s Schools.
PUB DATE- 91
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Educational Environment; Elementary Secondary Education; Higher Education; *Instruction; Lesson Plans; Student Evaluation; Student Teachers; *Teacher Education Curriculum; *Teaching Methods; *Teaching Skills; Textbooks

This handbook is designed to be a practical field-experience guide and methods text for beginning teachers, K-12. It presents basic skills and strategies that will enable beginning teachers to deal creatively and responsibly with the significant new challenges they face. This handbook is also applicable as a resource for teacher candidates during student teaching, for methods courses, and as a refresher or guide for inservice teachers. Prominent features of this guide include: (1) an emphasis on learning to work productively with students in a current school setting; (2) an accent on "proactive" attitudes and behaviors; (3) attention to the dynamics of live teaching; (4) an implicit psychology of adult learning and positive teacher development; and (5) practical strategies for achieving the proficiencies featured. The handbook s 12 chapters are organized into three sections: "Preparing for Teaching," "Conducting Classroom Activity," and "Following Up Instruction." (IAH)

ED 335 301 SP 033 079

Leinhardt, Gaea
On Teaching. Draft.

overall implication is that by offering suggestions for improved classroom instruction, the principal can facilitate increased teacher effectiveness and the achievement of students can be enhanced. (LL)

ED 335 320 SP 033 202

Clarke, John A.; And Others
The Influence of Learning Environment on the Satisfaction of Pre-Service Teacher Education Students.
PUB DATE- Dec 89
NOTE- 36p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Australia, December 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Classroom Environment; College Students; Educational Psychology; *Education Courses; Foreign Countries; Higher Education; Predictive Validity; Preservice Teacher Education; *Student Attitudes; *Student Characteristics
IDENTIFIERS- Australia (Queensland)

This paper examines the effect of student perceptions of the learning environment on their satisfaction with that environment. Teacher education students (N=130) completed the College and University Classroom Environment Inventory (CUCEI) prior to and at the end of a semester unit in educational psychology. The CUCEI consists of seven scales: personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization. Four discrete groups of students are identified for each scale: independents (low actual-low dissonance), acerbics (low actual-high dissonance), empathetics (high actual-low dissonance), and impresseds (high actual-high dissonance). For each scale, the level of actual satisfaction for each group is computed. Initial analysis indicates a strong course effect. Subsequent analysis indicates that for Arts/Humanities students satisfaction is related to actual perceptions of a number of classroom psychosocial characteristics, and for Science/Technology students satisfaction is related to the dissonance between actual and preferred perceptions on some characteristics. The results are explained in terms of the types of students attracted to the different courses and the history and ethos of teacher education institutions. Implications for teacher education are discussed. A description of the CUCEI and nine tables are appended. (AMH)

ED 335 321 SP 033 204

Pope, A. T.
Teacher Education: A Review of the Literature 1980-1989. A Report compiled for the New Brunswick School Research Consortium.
PUB DATE- Jan 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Context Effect; *Educational Objectives; Elementary Secondary Education; Higher Education; Literature Reviews; Outcomes of Education; Politics of Education; Social Environment; *Teacher Education; Teacher Supply and Demand

cultured, or interacting with relatives or friends. Literature study was not ranked first by anyone, and travel was also relatively low on the scale of importance. World events and the teaching profession have focused on languages as a means of communication. The profession may be neglecting traditional reasons for language study and not reaching students who might take foreign languages for some of those reasons. The importance of long-term language study for proficiency in all language skills and the role of language in cultural understanding also should be emphasized. (MSE)

ED 334 859 FL 019 312

Garfinkel, Alan; Schrank, Holly L.
Preparing Foreign Language Students for Today s Job Market.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (9th, Ypsilanti, MI, April 5-7, 1990). Promotional brochure may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; College Faculty; *Employment Opportunities; Higher Education; *Job Search Methods; *Language Teachers; Majors (Students); *Marketing; *Second Languages; *Teacher Role

College language teachers should become more aware of the needs of the job market and the specific ways that language majors can use their unique characteristics to satisfy those needs. Then students must be made aware of this information. The principles of marketing can be used to examine job requirements. Steps in applying these principles include: (1) identifying the special characteristics of language students that represent a product to be marketed to employers; (2) identifying potential employers and establishing a profile that will describe their needs; (3) considering the place at which employer and employee are linked; (4) planning strategies for promotion of the product; and (5) becoming aware of economic issues that affect "price." Teachers deal with matters of "product" daily in teaching and curriculum planning. "Profile" and "place" can be approached by the campus placement office. Teachers responsibility in the area of price awareness is to inform students of the relationship between profit-making corporations and the liberal arts. It is primarily in "promotion" that language teachers can adjust current levels of activity and strategies. An excerpt from a college promotional brochure and a graph illustrating application of marketing mix elements to job placement are appended. Contains 8 references. (MSE)

approach to knowledge. A significant portion of the empirical data reported in this monograph comes from the Sierra Project, a curriculum intervention and longitudinal research study which had its origins at the University of California, Irvine. The historical obstacles which are seen as contributing to the general problem of determining how to go about developing character through higher education programs are discussed, and the manner in which each of these obstacles has been addressed in the Sierra Project provides a six-point rationale for the project. The Sierra Project assessed the growth of character both during the freshman year and over four years of undergraduate study, using a Sierra experimental group and two control groups. In discussing results, the differential effects of a character education curriculum over the freshman year are examined, as well as the central implications for undergraduate and for higher education as a whole of rethinking the context for promoting personal development in the freshman year. Contains 33 references. (GLR)

PUB DATE- 10 May 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *College Athletics; *College Students; Comparative Analysis; Extracurricular Activities; *Grades (Scholastic); Higher Education; Intercollegiate Cooperation; Literature Reviews; *Student Evaluation; Student Participation
IDENTIFIERS- *Student Athletes; Trenton State College NJ

This paper studies the effect of participation in intercollegiate athletics on student-athlete grade point averages. The study was done to address critics of intercollegiate athletics who charged that participation in athletics hinders the academic performance of the student athlete, while coaches and student athletes themselves often empirically observe better academic performance in-season than out-of-season. A comparison of in-season with out-of-season grade point averages (GPA) in a sample of 74 student athletes at Trenton State College, New Jersey, during the 1988-89 academic year showed no significant difference between in-season and out-of-season grades among players (male and female) defined as eligible for the study. It is suggested that these study results can be useful to coaches planning academic programs for their players. Contains a 25-item bibliography. (Author/GLR)

York City colleges. Chapter III presents the college perspective on costs, noting decreased federal and state student aid and mounting labor costs. Chapter IV offers tools for determining financial need including a worksheet for determining parents expected contribution and various associated tables, and Chapter V offers a sample case study. Chapter VI provides a chart to help parents plan their yearly savings and a discussion of such savings vehicles as savings bonds, life insurance, bank certificates of deposit, and money market accounts. Chapter VII presents a worksheet to help families plan their savings/investments, while Chapter VIII reviews current financial aid programs including the Pell Grant program, federal campus-based programs, New York State aid, institutional aid, loans, and payment plans. Finally, Chapter IX provides figures showing the economic return of a college education; Chapter X looks at alternate means of financing college (e.g., prepayment programs); and Chapter XI offers additional tips such as establishing an individual retirement account. (DB)

ED 334 921 HE 024 757

Moffatt, Michael
Undergraduate Cheating.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Cheating; Fraternities; Grade Point Average; Higher Education; *Incidence; Questionnaires; Sororities; State Universities; *Student Attitudes; Student Motivation; *Undergraduate Study; Values
IDENTIFIERS- Rutgers the State University New Brunswick NJ

This paper examines the phenomenon of undergraduate cheating and reports on a survey returned by 232 students at Rutgers University (New Jersey) concerning their cheating experiences. Findings indicated 22 percent of students said they had never cheated in college, 45 percent indicated they had cheated occasionally (in "one or two" courses), and 33 percent admitted to having cheated in an average of eight courses to date. The most common cheating methods involved looking at other students exam papers, arranging for someone else to take the exam, using "cheat-sheets" or other aids, and obtaining advance copies of the exam. Good students rarely objected to cheating by other students, and students often reported starting cheating because they saw lazy students getting better grades through cheating. Other findings indicated higher cheating by fraternity and sorority members; highest cheating by economics majors; least cheating by students majoring in the sciences; increased incidence of cheating by upperclass students; and a slight negative correlation between degrees of cheating and grade point average. A major reason for non-cheating was fear of getting caught. The cheating questionnaire is appended. (DB) of 140 references are included. (JB)

ED 334 941 HE 024 795

King, Gail Buchwalter, Ed.
Fact Book on Theological Education for the Academic Year 1990-91.
PUB DATE- 91
NOTE- 117p.; For a previous edition, see ED 331 383.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- *Compensation (Remuneration); Doctoral Degrees; *Educational Finance; Endowment Funds; *Enrollment; Expenditures; Graduate Study; Higher Education; Income; *Institutional Characteristics; Masters Degrees; Peer Institutions; Salaries; *Theological Education; Trend Analysis; Tuition

Using spring 1990 data from Association of Theological Schools Annual Report Forms, this book provides information on parallel patterns and trends among theological schools for long-range planning and for visiting accreditation teams who seek to monitor a school s progress. The first chapter consists of seven tables describing institutions in terms of the most common identifying characteristics such as finances, personnel, and enrollment. The second chapter, "Enrollment," presents data on: applications, acceptances, and enrollees; admission policies; various enrollment combinations; total full-time equivalent enrollment patterns; comparable enrollments; total enrollment comparisons by degree types, by degree, gender and race; denominational affiliation; and completions. A third chapter, on personnel compensation, contains data on trends in the United States and Canada, vis a vis various benefits, by school size and accreditation status, by country, and by highest degree; the chapter also provides compensation comparisons by denomination of school, and shows distribution of administrative compensation as between university and nonuniversity affiliated schools. A final chapter, "Finance, Tuition Costs, Revenues and Expenditures," treats average Master of Divinity tuition charges, average doctoral charges, revenue and expenditures per full-time equivalent student, revenue sources, expenditure sources, educational and general expense per student, trends in financial data, ratio of surplus or deficit, and distribution of endowment assets. The bulk of the data is in tables each with accompanying explanation. (JB)

ED 334 962 IR 014 184

Hubbell, John N.

The Use of the Computer in Louisiana Schools. Sixth Annual Report. Bulletin 1679.

PUB DATE- Oct 87

NOTE- 113p.; For the fourth and fifth annual reports, see ED 265 829 and IR 014 183; for a study of trends in computer use in Louisiana schools, see ED 325 083. Title varies slightly on title page.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Annual Reports; *Computer Assisted Instruction; Computer Uses in Education; Elementary Secondary Education; *Microcomputers; Questionnaires; School Surveys; *State Surveys; Tables (Data); Teaching Methods; *Use Studies

IDENTIFIERS- Louisiana

Information for the 1986-87 school year presented in this fifth annual report on microcomputer use for 1,178 public and private K-12 schools in Louisiana indicates that, overall, 92% of the schools are using computers for instruction or other purposes. Detailed survey results are presented in 15 data tables, which show: (1-2) the number and percentage of schools that do and do not use computers; (3) computer utilization by grade level; (4) distribution of computer use by subject area; (5) number of computers in schools; (6) the number of microcomputers by brand and model; (7) use of computers and number of students served; (8) number of boys, girls, and special education students in classes using computers; (9) percentage and number of schools with special programs encouraging girls or special education students to use computers; (10) locations of computer use (e.g., computer lab, classroom, library); (11) computer software sources; (12) sources of computer equipment maintenance; (13) sources of and number of teachers receiving computer training; (14) sources of funding for computer purchase; and (15) the number of schools, by type, purchasing computers from the state contract. Also included are recommendations from the Louisiana Department of Education, the survey instrument, and appendices of raw data from the survey. The appendices make up more than half of the report. (SD) inquiries involving separate program innovations, e.g., an intensive 40-hour hypermedia mini-course for higher education faculty and graduate students, and research, with high school juniors and seniors, which considered ways in which matrices could function as systematic organizing structures for concept and simple rule learning. Cognitive, ethical, and technical issues related to photo-interviewing are discussed, and an outline of implications drawn from these issues concludes the paper. A section of a photo-interview script that emphasizes critical incidents is appended. (31 references) (BBM)

ED 334 981 IR 015 144

De Vaney, Ann; Elenes, Alejandra
Square One Television and Gender.
PUB DATE- 91
NOTE- 22p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Broadcast Television; *Childrens Television; Coding; Comparative Analysis; Content Analysis; Elementary Education; Mathematics Instruction; *Preadolescents; *Programing (Broadcast); Racial Bias; *Sex Bias; Television Viewing
IDENTIFIERS- Childrens Television Workshop NY; *Square One TV; *Textual Analysis

Focusing on gender issues in the visual text, this paper describes one stage of a post structural analysis of "Square One TV" (SOTV), a program originally designed to provide instruction in mathematics for 8- to 12-year-old viewers which now emphasizes changing their attitudes toward mathematics. Post structural textual analysis was used to uncover the path by which sexism and racism were unwittingly enfolded in SOTV, which has borrowed the structure of 1980s commercial television programs. Consecutive programs were sampled during two summer weeks. The team then formulated focus questions about messages surrounding gender, segments in which these messages appeared were located, and the specific formats were identified. Segments were reviewed to identify visual codes within the format, codes of similar formats on broadcast TV were identified, and relationships between codes on broadcast TV and SOTV were drawn. The analysis showed that SOTV programs incorporated sexism or racism in 20% to 40% of each program, and segments selected for the study included examples of both blatant and subtle sexism. Patterns found in biased segments were also found to be clearly present on current day broadcast television, although some sitcomes and ads used ironic distancing to present sexist materials. Although children may be sophisticated viewers of television, they are hardly ironic distancers and the pace of SOTV almost guarantees that they only have time to process the dominant message. Even if children were ironic distancers, such distancing from patently sexist and racist discoursers works as an ethical sleight of hand for the practice of sexism and racism. (8 references) (BBM)

NOTE- 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Animation; Comparative Analysis; *Computer Assisted Instruction; Feedback; Hypothesis Testing; *Imagery; *Intermode Differences; *Microcomputers; Tables (Data); Testing; Verbal Stimuli; *Visual Stimuli
IDENTIFIERS- Heart; Ohio State University

This study was conducted to investigate the effects of the animation of visual information when used in conjunction with text and static visuals in microcomputer-based instruction. Of particular interest were consequent performance on higher level learning tasks as a result of viewing these forms of visual presentation, and those levels of learning that demonstrate knowledge of a dynamic process. The 72 subjects, who were introductory psychology undergraduate students, were randomly assigned to one of three treatment groups to complete a microcomputer-based tutorial presentation of information about the structure and function of the human heart. The subjects in each treatment group were also randomly assigned to graphic or verbal testing. One treatment group received the tutorial employing text and static visuals with computer-assessed short-answer questions providing immediate feedback; the second group received the same presentation features with the addition of imagery cuing; and the third group preserved the content, sequence, and operation of the second with the addition of animated sequences of a pumping heart where appropriate. The results of the study show that the use of animation in a computer-based tutorial to teach a dynamic process can be beneficial. While this study did not clearly distinguish the impact made by the animation of visuals from that made by the imagery cuing strategy, certain results were clearly supportive of the contribution to learning made by animating the visuals. As the increased availability of hardware and software systems make the design and use of this visual form accessible, further research should be conducted on the impact of animated visual information on specific learning tasks. (10 references) (BBM)

Communications and Technology; see IR 015 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Design; Learning Processes; *Learning Theories; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Grundy (Shirley); *Habermas (Jurgen)

This paper addresses the question of whether instruction is a product or a practice and the relationship of these two concepts to instructional design. The points of view presented are based on the framework articulated by Habermas for dealing with different types of relationships between theory and practice and Grundy s application of these ideas to curriculum as guides for dealing with instructional design, instruction, and learning. Grundy describes Habermas three types of human interests as: (1) the technical human interest, which entails empirical/analytical ways of knowing and represents the world in terms of objects, processes, and laws which describe the transformation of objects and processes; (2) the practical human interest, which entails historical and hermeneutic ways of knowing that represent the physical, social, and cultural worlds as "texts" which have to be interpreted in order for meaning to emerge; and (3) the emancipatory human interest, which entails a critical way of knowing where critical theorems are gleaned through collective reflection on social and cultural practices and then used to restructure future actions. Detailed descriptions of these three interests are followed by discussions of the first two in the contexts of instruction as a product of instructional design, and instructional design and instruction as practice. It is concluded that the theory of practical human interests is a more adequate account of the work done by instructional designers, teachers, and learners than the theory of human interests, and suggestions are offered for ways for instructional designers to reorient their efforts to conform to this theory. (31 references) (BBM)

ED 335 036 IR 053 637

Van Noate, Judith

Strategies for Searching: A Self-Paced Workbook for Learning Basic Library Skills. 1991 Edition.

PUB DATE- 91
NOTE- 37p.; For the 1984 edition, see ED 252 228; for a workbook on basic library research skills, see IR 053 638.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Libraries; College Students; Higher Education; Individualized Instruction; *Library Instruction; *Library Materials; *Library Skills; Online Catalogs; Online Searching; Pacing; Periodicals; Programed Instructional Materials; Reference Materials; Search Strategies; Workbooks
IDENTIFIERS- University of North Carolina Charlotte

This self-paced workbook is designed to help students at the University of North Carolina-Charlotte acquire basic research skills in using a university library. The workbook, which is designed for use by students in English 1101, is divided into four major sections: (1) Introduction; (2) Encyclopedias (e.g., general, specialized, and encyclopedia yearbooks); (3) ALADDIN, the online catalog (includes information on Library of Congress subject headings and ALADDIN commands); and (4) Indexes (covers periodical indexes, providing information on citations, Wilson indexes, location symbols, locating materials, and newspaper indexes). Each section has an explanation of its purpose and content and all but the first section have a series of exercises. Pre-searched topics are listed for use with these exercises. Concluding the workbook is a library-specific guide to the location of reference materials. (MAB) listed in the bibliography. Consultations and on-site interviews were conducted locally (Riverside, California) and in San Diego and Monterey Counties, with particular attention paid to schools on the 60-20 four track plan (i.e., 60 days of instructional time followed by 20 days of vacation for each track, with 75% of the students in school at any one time). Both district level and on-site staff were consulted, including district librarians/coordinators of instructional services, principals, school librarians, and library clerks. Interview topics included district level support staff, services and contracted work year, site-level library staff and contracted work year, scheduling of classes, circulation, library services to both students and faculty, library collections, equipment, and facilities. The principal findings of the study are summarized in the context of two major issues: providing equitable library services to both year-round and traditional schools, while at the same time keeping that service at the current level. Compilations of actions taken and procedures developed by various other districts are provided together with recommendations for local implementation. In conclusion, it is suggested that school librarians should work more closely with public libraries to formulate library-based activities that complement each other and serve to benefit both programs. The bibliography lists eight print sources, eight consultants, and 2 site visit locations. (BBM)

conditions, cultural identity, physical prowess, activity, independence, and co-workers less than those not selected; (3) those selected for the MLDP were less satisfied with their current job than those not selected; and (4) the Values Scale appeared to be a better measure than the Minnesota Importance Questionnaire of work values that related to job satisfaction among the potential minority leaders. A discussion of implications, a 12-item bibliography, and 9 data tables are included. (JMC)

ED 335 074   JC 910 362

MacMillan, Thomas F.
An Assessment of Educational Benefits: A Response by 1990-91 Mendocino College Graduates. Research Report 91-8.
PUB DATE- Jun 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; Educational Benefits; *Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Self Evaluation (Groups); Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Mendocino College CA

In an effort to assess students impressions of the educational growth and change they experienced at Mendocino College (MC), a survey was administered to all students participating in graduation ceremonies during the 1990-91 school year. Usable surveys were obtained from 40% (N=73) of this sample. In addition, existing data were analyzed for the entire group of candidates for degrees and certificates (N=156). Study results included the following: (1) slightly over 76% of all candidates were female, as compared with about 65% of the total student population at MC; (2) the racial and ethnic distribution of graduates was representative of the total student population at the college; (3) in the most recent student data base, approximately 40% of the graduates indicated an intention to transfer, although a slightly higher number (46%) of the survey respondents indicated that they planned to transfer; (4) over 42% of the survey respondents reported taking five or more semesters to attain their educational goals; (5) at least 50% of the students rated the majority of MC resources and services as "very" or "somewhat" helpful, with the most frequently used services and resources receiving the highest ratings; (6) "scientific and critical thinking" was the area in which students reported the most development as a result of their college experience, with "human relations" and "personal development and self-awareness" also receiving high ratings; and (7) over 25% of the students felt that they had not made even moderate gains in math proficiency, while low ratings were also reported in the development of aesthetic awareness. Detailed data tables, open-ended student comments, and the survey instrument are included. (PAA) effort to develop: (1) a framework for studying the transfer process and for assessing the success of district colleges in preparing students to transfer; (2) a mechanism for identifying and counseling potential transfer students, determining their transfer rates, and monitoring their progress through the completion of their undergraduate programs; and (3) the district's capacity to generate transfer reports to meet planning, accountability, and accreditation requirements. After discussing project purposes, the proposal reviews efforts to monitor the transfer function at the state level in California and other states; and the legislative and policy context of the transfer project. A discussion of the scope and methodology of the project is followed by descriptions of component activities, including a proposed information exchange between the district and local four-year colleges; intersegmental and district administrative support; pilot studies with the University of California and California State Universities; and development of a transfer framework, including operational definitions of such key terms as potential transfer population, vocational education population, leavers, transfer eligibles, transfer admits, transfers, basic skills population, basic skills potential transfer population, and pre-college population. The final section discusses broad policy questions. (JMC)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Interpersonal Communication; *Mothers; *Parent Child Relationship; *Toddlers; Upper Class; *Verbal Communication; Working Class
IDENTIFIERS- *Conversation

This study examined transcripts of 63 mealtime, dyadic interactions of mothers and their children. An earlier investigation of the effects of social class and communicative setting on maternal speech found a significant class difference and within-class variability in the amount of speech mothers directed to their children. There were significant class differences in the functions and discourse properties of maternal speech, differences which may have contributed to increased verbal output by the mothers. In this study, the mothers were from the working class and upper-middle class. Children averaged 20.1 months of age. Transcripts were examined in an effort to determine the difference between groups and the variability in each group in maternal verbal output. Findings suggest that the amount of child-directed speech mothers produce is a function of: (1) characteristics of conversational style that mothers bring to interactions with their children and that operate independent of the children s conversational behavior; and (2) characteristics of the children s contribution to discourse. Characteristics of mothers differed between groups. Variability within groups was a function of how much the children talked. (SH)

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; *Child Health; Early Childhood Education; Guidelines; *Handicap Identification; Individual Development; *Intervention; *Preschool Children; Prevention; State Programs; *Student Evaluation
IDENTIFIERS- *Colorado

These guidelines were developed to help registered nurses identify preschoolers with potential handicaps in the course of health assessments. Contents include guidelines on 3-, 4-, and 5-year-olds. Contents are organized within age levels in terms of functioning levels and anticipatory guidance. Functional areas covered include physical, intellectual, verbal, emotional, and social development. For each functional area, characteristics, assessment techniques, intervention recommendations, and guidelines for parents are discussed. The subsection on anticipatory guidance concerns safety and accident prevention, discipline, play, sleep, sexuality, nutrition, dental care, and toilet training. This subsection is written for both registered nurses and other professionals who work with the child. The subsection also identifies characteristics, assessment techniques, and intervention recommendations for each age level. It is recognized that other professionals in the school setting will probably assess functioning levels in educational, communicative, social, and psychological areas. The nursing assessment of those areas is designed to support and identify the functions that would be picked up in the routine physical assessment. The appendix includes sample forms, a discussion of screening tools, tables of normal values, and sample handouts for parents. (RH)

(Boston, MA, April 16-20, 1990). Illustrations will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Decision Making; Early Childhood Education; *Educational Technology; *Interpersonal Relationship; *Learning Activities; Mathematical Enrichment; Multimedia Instruction; Problem Solving; *Technological Advancement; *Young Children
IDENTIFIERS- Technology Assessment

This paper offers historical, present, and futuristic perspectives on the role of interactive technology in the lives of young children. In the early 1980s, debate tended to center on the question, "Are computers good for young children?" At the time, educational software consisted almost exclusively of animated drill and practice programs. Now, advances in software technology have resulted in more exploratory, open-ended software programs and tools and better guidelines for evaluating and designing developmentally appropriate software with features intended for 3- to 6-year-olds. In the future, researchers, designers and educators should assume a more active role in determining how technology might enhance young children s learning and development. Interactive technologies might offer children powerful tools and environments for: (1) creating multimedia compositions; (2) enhancing intuitive knowledge and decision-making processes; (3) extending mathematical exploration and problem solving; and (4) supporting social interaction, collaboration, and perspective. Several aspects of young children s use of computers are addressed that illustrate the ways in which technical developments in computer hardware could broaden our conceptions of young children s interactions with technology. A list of 21 references is included. (BC)

PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Elementary Secondary Education; *Hispanic Americans; Parent Education; Parent Influence; Parent Materials; *Parent Participation; *Parent Responsibility; *Parents as Teachers; Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Preschool Education; *School Readiness

This booklet is targeted to the parents of Hispanic children to encourage them to become part of an education team. The parents role is to teach and reinforce at home what children learn in the classroom, and to teach the basic values to protect Hispanic traditions and culture. The teachers role is to teach in the classroom and build on the youngsters basic skills. The role of the children is to absorb and learn, grow and develop. In addition to taking care of children s health and daily life, parents are the first one responsible for teaching children the basic skills before they enter kindergarten. These basic skills include: familiarity with books and the idea of reading; knowledge of the child s own name, parents names, and home address and telephone number; ability to tell time, to know the days of the week and the months of the year; an understanding of monetary value and use of money; a knowledge of colors and shapes; and the ability to listen, to follow simple instructions, and to reply to questions. The second responsibility of parents is to reinforce learning at home by monitoring homework, taking the children to the library, encouraging reading, and providing opportunities for children to practice reading, writing, discussing and problem-solving. The third parental responsibility is to be actively involved in the school and to communicate frequently with the child s teachers, counselors, and principal. (ALL)

resources inventory techniques and biometrics; (15) interpretive planning, media production and programming, including resource management and cultural resources; (16) management of the recreation resource; (17) planning, designing, constructing, and maintaining recreational facilities; (18) management of recreational activities; (19) marketing the recreation resource; (20) understanding and working with the recreation visitor; (21) recreation for special populations; (22) fundamentals of sociology; (23) international recreation and tourism; (24) fundamentals of law enforcement; and (25) fundamentals of cultural resources. (KS)

ED 335 192 RC 018 278

Ranney, Sally A. G.
Wild Places, Wildlife, and Eco-Tourism: Outdoor Leadership Demands in the New World.
PUB DATE- 91
NOTE- 10p.; In: Employee Preparation towards 2001. National Conference for Outdoor Leaders, Public, Commercial, and Non-Profit Partnerships. 1990 Conference Proceedings; see RC 018 274.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Conservation (Environment); *Economic Factors; Leadership; Natural Resources; *Preservation; Recreation; Tourism; Travel; *Wildlife Management
IDENTIFIERS- *Outdoor Leadership; Outdoor Recreation; *Wilderness

This paper discusses wilderness preservation as related to outdoor leadership and explains how eco-tourism can promote preservation. Although historically, the wilderness in the United States was largely destroyed in the name of progress, our cultural heritage evolved from that wilderness. The Wilderness Act was the first legislation in the country that mandated public involvement in decisions affecting the country s land and natural resources. As wilderness areas become more scarce, they becomes more valuable. The growing appetite for an experience of the wilderness is the basis of "eco-tourism". Eco-tourism means touring the natural world, and is closely related to adventure travel, which is the fastest growing segment of the U.S. travel industry. Eco-tourism refers to economic activities generated by nature attractions, natural systems, and wild creatures. These activities will stimulate, for the purpose of sustaining renewable nature travel dollars, protection of resources that might otherwise be developed or destroyed through improper management or short-term exploitative resource development. Skills are needed by the outdoor professional leader in the following areas: (1) administrative, managerial, and inspirational leadership; (2) negotiation; (3) foreign languages; (4) political sensitivity; (4) vision; (5) entrepreneurship; (6) communications; (7) crisis management; (8) business, marketing, and finance; (9) computer literacy; and (10) appreciation for the wilderness. (KS)

United States research community. New information assembled by the American Association for the Advancement of Science (AAAS) documents a deeply troubled mood among university researchers, even those who have been successful in pursuing research careers in prestigious institutions. This troubled mood is so pervasive that it raises serious questions about the very future of science in the United States. The results of an informal survey by the AAAS on the state of academic scientific research in the United States are presented in this report. Asked about their personal experiences with research funding, the respondents portray an environment of slow, but steady erosion. Sections in this report include: (1) "The Survey"; (2) "Why is the Morale of American Scientists So Low?"; (3) "Impacts of the Funding Situation"; (4) "Why Keep Science Healthy?"; (5) "How Much Research Do We Need?"; (6) "An End to the Frontier?"; and (7) "Conclusions and Recommendations." (KR)

This document contains 29 programs and/or material listings that were nominated by at least three persons and for which there was evidence of the quality of the program or materials. Reviewers looked for positive evaluation data on the impact of the materials on students, or other information that assessed the quality of the program or materials, or both. This resulted in a selected listing of programs and materials. Print and/or nonprint materials for students use also had to be available. Programs and materials are listed in three sections: Elementary-Secondary (K-12), Elementary (K-9), Middle, High School, and College. Program titles include: (1) "Add-Ventures for Girls": "Building Math Confidence"; (2) "EQUALS"; (3) "Family Math"; (4) "Florida Middle Grades Mathematics Instructional Model"; (5) "Great Exploration in Math and Science (GEMS)"; (6) "Activities to Integrate Mathematics and Science (AIMS)"; (7) "Figure Out"; (8) "Integrating Science, Math, and Technology (K-6)"; (9) "It Figures"; (10) "Instructional System in Mathematics (ISM)"; (11) "Jostens Learning Mathematics Curriculum"; (12) "LINK: A Middle School Math/Science Program for Excellence"; (13) "Math Their Way"; (14) "Math Works"; (15) "Project SEED"; (16) "Solve It"; (17) "TERC Used Numbers Project: Collecting and Analyzing Real Data"; (18) "Think About"; (19) "The Algebra Project"; (20) "Applied Mathematics"; (21) "Contemporary Precalculus through Applications"; (22) "Early Placement Evaluation in Mathematics (EPEM)"; (23) "Fifth-Year Math Program"; (24) "Math A--Fresno Unified School District"; (25) "Practical Mathematics I and II"; (26) "Teaching Remedial Mathematics to Students with Learning Disabilities"; and (27) "University of Chicago School Mathematics Project." Each section includes the title, source(s), audience, description, production date, evaluation and/or comments, materials available, and the address of a contact person. Four resource organizations and 11 references are listed. (KR)

Mann, George; And Others
If You Believe That, Have I Got a Deal for You: Systems of Bias Detection.

PUB DATE- Nov 89
NOTE- 19p.; Presented at the Annual Conference of the National Council for the Social Studies (St. Louis, MO, November 11, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Bias; Citizenship Education; Curriculum Development; Democratic Values; Learning Strategies; Mass Media; *Political Attitudes; *Political Campaigns; Political Influences; Public Opinion; *Social Studies; Student Attitudes; Teaching Methods

The prevalent use of sophisticated advertising techniques in political campaigns presents the great danger that citizens can be manipulated to make political decisions out of emotion rather than rational thought. Citizens must be provided with the educational tools needed to detect the bias, distortion, and other tactics used to influence them. The social studies curriculum can provide students with the skills needed to detect bias that will allow them to make good decisions and thus become better citizens. This paper examines the use of bias in advertisements, graphs, and political cartoons, and suggests instructional strategies teachers can use to help students develop the skills necessary to detect such bias. A 6-item reference list is included. (DB)

PUB DATE- 26 Jul 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economic Factors; Economic Progress; Educational Change; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Government Role; *School Business Relationship
IDENTIFIERS- *Congress; *Congress 101st

In the context of a growing debate over the relationship between education and the economic performance of the United States, this hearing focused on what the federal government, and the Congress in particular, can do to foster improved economic performance. Oral and written testimony was delivered by three witnesses: Henry M. Levin, director, Center for Educational Research, Standard University; John E. Chubb, senior fellow, the Brookings Institution; and Lorraine M. McDonnell, senior political scientist, the RAND Corporation. (DB)

ED 335 277 SO 021 432

LaBonte, Karen
The Social Studies Link to HIV Education. A Sourcebook for HIV/AIDS Education in the Social Studies Classroom, Grades 11-12.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.
PUB DATE- 90
NOTE- 179p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Citizenship Education; Civics; Economics; Grade 11; Grade 12; High Schools; *Learning Activities; Psychology; *Social Studies; Student Educational Objectives; Teaching Methods; United States History

This sourcebook was developed to present ideas on how to bring the discussion of the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) into the 11th and 12th grade social studies classroom, while continuing to focus on social studies concepts and skills. The manual s four main sections examine HIV and AIDS from the perspectives of U.S. history, economics, participation in government, and psychology. Each section contains background discussion material and suggestions for activities, which may be carried out either as class assignments or as extra credit projects. Each of the outlined activities includes an overview, teacher background, and follow-up assignments. Appendices include a student handout of what high school juniors and seniors need to know about HIV and AIDS, a synopsis for teachers of current information on HIV infection, an AIDS-myth fact sheet, a list of AIDS regional training centers, and lists of useful books and information sources. (DB)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 86p.; Partially funded by a grant from the James S. McDonnell Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Research; *Conventional Instruction; *Creative Teaching; Educational Improvement; Elementary Education; Higher Education; *Instruction; Literature Reviews; Preservice Teacher Education; Research Reports; Teaching Models

Teaching is complex and layered. The premise of this paper is that teaching is worthy of being an object of systematic inquiry, and that such inquiry will help to clarify and potentially improve the character of teaching. It has also been assumed that a useful approach is to differentiate within teaching those aspects which can and usually are routinized from those which must be uniquely constructed from new arrangements of knowledge. It is acknowledged that the task of teaching is quite different when it is carried out under different models. The differences in tasks are reflected in the routine aspects and in the nature of the knowledge base required for action. Systematic inquiry about the nature of teaching is valuable but should not replace the continued efforts of educational reform based on the understanding of the nature of learning. Reform should be guided by an understanding of both the nature of learning and the nature of teaching, but efforts at reform should not be confused with efforts of investigation and efforts of investigation should not be confused with efforts at reform. Examples of classroom dialogue are included in the document. (LL)

IDENTIFIERS- 1980s; *Review of Educational Research
The literature on teacher education is vast. This review, though not complete, examines what is known about the context, goals, and results of teacher education. The document aims to be a summary of research literature rather than a methodological critique. The context is taken to include the academic and political environments, the individuals involved in teacher education programs, and projections of teacher supply and demand. Both discrete and holistic goals are considered. The literature on the outcomes of teacher education is considered in terms of program, context, and goals. Whenever possible, Canadian publications are included among the 129 references cited. (Author/LL)

ED 335 322 SP 033 206

Health and Safety: A Guide to Curriculum Development.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; *Health Education; Health Promotion; *Learning Experience; *Safety Education; State Boards of Education; State Curriculum Guides
IDENTIFIERS- Connecticut
This guide is designed to assist local educators and community leaders in the development and implementation of a comprehensive, integrated curriculum in health and safety education for students in grades K-12. The program is designed to develop critical thinking, problem-solving, and decision-making skills, and to provide the necessary information to motivate students to protect, maintain, and improve their health. Ten chapters are presented as follows: (1) Comprehensive Health Education; (2) What Is Health and Safety Education?; (3) Curriculum Development Process; (4) Philosophy and Goals; (5) Organization of Topics; (6) Learning Objectives--A Process; (7) Selecting Learning Objectives; (8) Curriculum Evaluation; (9) Related Issues; and (10) Reinforcing Health Concepts. Five appendixes provide an evaluation checklist, an implementation model, text of relevant legislation, a list of criteria and program characteristics to help administrators choose effective drug prevention programs and speakers, and a set of sugestions on how to answer difficult questions. (LL)

ED 335 323 SP 033 207

Palmer, Gary K., Ed.; And Others
Proceedings from the Intermountain Leisure Symposium (11th, Provo, Utah, November 15, 1990).
PUB DATE- 15 Nov 90
NOTE- 263p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Desensitization; Group Dynamics; Leisure Education; *Leisure Time; *Recreation; *Recreational Activities; Recreational Facilities; Recreationists; Therapeutic Recreation; Tourism
IDENTIFIERS- Leisure Services

This conference proceedings report includes papers submitted by 19 presenters addressing current trends, critical issues, and emerging perspectives. Titles of the papers are as follows: (1) "Envisioning Your Own Destiny: The Case for Strategic Planning in the Park and Recreation Movement" (H. Gray, D. McLean, and E. Crook); (2) "Academic Expectations of the Resort and Commercial Recreation Association" (J. Crossley); (3) "An Extension of the Goal-Interference Model of Recreation Conflict: Exploring the Role of Social Norms" (E. Ruddell); (4) "Outdoor Recreation Conflict and Social Norms: An Examination of Intergroup and Intra-Group Conflict" (W. Hendricks and E. Ruddell); (5) "Attitudes about Honesty and Ethics among Selected Leisure Service Professionals in the State of Utah" (M. Widmer and H. Smith); (6) "Meta-Analysis of Leisure and Daily Experiences: An Exercise in Methodology" (C. Ramos, W. Hendricks, R. Ramthun, C. Morris, and R. Jones); (7) "A Profile of Municipal Park and Recreation Directors in Large Western Cities--Do Good Ol Boys Really Run the Show?" (D. M. Turco); (8) "In-Center Hemodialysis Clients and the Facilitation of Leisure Independence" (P. S. Miko); (9) "A Projection of Range Protocol for Measuring Economic Influence" (C. W. Kelsey); (10) "Guidelines for Activities Planning for Persons with Alzheimer s Disease" (M. Novotny); (11) "Commitment and Recreational Sports Participation" (K. L. Siegenthaler); (12) "The Mental, Social and Emotional Benefits of Computers in a Recreation Program for Senior Citizens" (L. C. Peniston); (13) "Recreational Boating Management" (R. Horton); (14) "Developing Formal Writing Skills in Recreation Professionals" (J. T. Dixon); (15) "Stages of Group Development" (L. L. Vreeken); (16) "Monopolizing the Great Siberian Railroad" (D. L. Dustin); (17) "What Is Tourism and Who Are the Tourists?" (G. A. Rasmussen and R. D. Paulsen); (19) "Patterns of Social Recreation and Play in a Pietistic Community--Nauvoo, Illinois 1839-45" (A. Jones); and (18) "Snakes Heal People--An Application of Systematic Desensitization" (R. B. Zabriskie). (LL)

ED 335 324 SP 033 210

Drug Abuse Resistance Education (D.A.R.E.): Faculty Orientation.
PUB DATE- Jul 90
NOTE- 38p.; For a related document, see SP 033 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Education; Class Activities; *Drug Education; *Drug Use; Elementary School Students; Intermediate Grades; Lesson Plans; *Orientation Materials; Peer Influence;

ED 335 343 SP 033 239

Kordomenos, Vangalia; And Others
Mathematics Analysis Using a Homework Hotline.
PUB DATE- Feb 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; Grade 5; *Homework; *Hotlines (Public); *Instructional Material Evaluation; Instructional Program Divisions; Intermediate Grades; Mathematical Concepts; Mathematics Skills; *Pacing; *Telephone Instruction; *Textbooks
IDENTIFIERS- Alabama Basic Competency Skills; Mobile County Public Schools AL

Elementary school mathematics programs based on textbooks can be analyzed according to mathematical concepts and skills that cause students difficulty by using a telephone assistance service. The Mobile County Public School System s (MCPSS) Homework Hotline in Alabama was used to collect data from callers requesting help with homework from September 1988 through May 1989. An analysis of the calls isolated fifth grade mathematics concepts and skills that caused callers throughout the system difficulty. Concepts and skills identified were correlated to the textbook pacing guide, the MCPSS fifth grade pacing guide, and grade level requirements based on the Alabama Course of Study, Alabama Basic Competency Test, and Stanford Achievement Test. Pacing analysis indicated a need to adjust pacing requirements so that students receive the appropriate time to master concepts and skills at grade level. (Author/LL)

ED 335 344 SP 033 242

Tolman, Marvin N.; Allred, Ruel A.
The Computer and Education. What Research Says to the Teacher, Second Edition.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; Computer Assisted Testing; Computer Centers; *Computer Software; *Computer Uses in Education; Elementary School Curriculum; Elementary Secondary Education; Exceptional Persons; Guidelines; Literature Reviews; *Microcomputers; Secondary School Curriculum
IDENTIFIERS- PLATO IV; TICCIT Computer System

The purpose of this monograph is to provide useful guidelines for teachers and to review findings in the literature with respect to the positive instructional value of computers in the classroom. Following an introduction, research findings are organized into seven topics: (1) Availability and Use: past availability and use, current availability and primary uses of microcomputers; (2) Classroom Applications: computer assisted instruction, computer managed instruction, testing, record keeping, and instructional games; (3) Curricular Applications: language arts, mathematics, science, and social studies; (4) Exceptional Children; (5) Attitude and Motivation; (6) Large Computer Systems: PLATO and TICCIT; and (7) Issues and Concerns: videodisc, compact disc, multimedia, software, quality of research, relationship with industry, networking,

ED 335 363 TM 016 946

Youth Indicators 1991: Trends in the Well-Being of American Youth.
PUB DATE- Apr 91
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Patterns; Child Health; *Demography; *Family Characteristics; Graphs; Income; Quality of Life; Secondary Education; Secondary School Students; *Statistical Data; Student Characteristics; Student Welfare; Tables (Data); *Trend Analysis; *Well Being; Young Adults; *Youth; Youth Employment
IDENTIFIERS- *Indicators

Data concerning education are presented in the broad context of families, employment, and health. Statistics are reported that address the following aspects of the lives of youth (14-24 year olds): (1) 11 indicators concerning demographics and family composition; (2) 9 indicators concerning family income; (3) 14 indicators concerning education; (4) 9 indicators concerning youth employment and finances; and (5) 16 indicators concerning health, behavior, and attitudes. Data are presented in 59 tables, each accompanied by an illustrative graph that is captioned with a brief descriptive text. When possible, tables include data from as far back as 1950 or earlier. The purposes of this report are to establish an objective context for viewing trends in the well-being of youth, and to inform the public and policy makers who are trying to connect educational policy with social and health policies that have affect children. (SLD)

ED 335 364 TM 016 957

Arter, Judith A.
Curriculum-Referenced Test Development Workshop Series, Addendum to Workshops Two and Three: Using Portfolios in Instruction and Assessment.
PUB DATE- Nov 90
NOTE- 50p.; Addendum to "Curriculum-Referenced Test Development Workshop Series, Workshops One Through Three" (1988); see ED 303 486.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; Definitions; Elementary Secondary Education; Higher Education; Instructional Materials; *Portfolios (Background Materials); *Student Evaluation; Student Records; Test Construction; Workshops
IDENTIFIERS- Curriculum Related Testing

An overview of the state of the art of using portfolios for assessment and instruction (AAI) and an annotated bibliography of articles focusing on portfolios are provided. Using portfolios for AAI has become a popular practice; however, portfolios are not always clearly defined. A working definition of portfolio is provided: a portfolio is a purposeful collection of student work that exhibits to the student and others the student s efforts, progress, or achievement in a given area or areas; it must include student participation in selection of portfolio content, the criteria for selection and for judging merit, and evidence of student self-reflection. There is little agreement on what can and should be included in

ED 335 383 TM 016 996

Standardized Tests and Our Children: A Guide to Testing Reform = Los Examenes Estandarizados y Nuestros Ninos: Guia para la Reforma de Examenes Estandarizados.
SPONS. AGENCY- Edward W. Hazen Foundation, Inc., New Haven, CT.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Achievement Tests; Criterion Referenced Tests; Educational Assessment; *Educational Change; Elementary Secondary Education; Intelligence Tests; Norm Referenced Tests; Performance; School Readiness Tests; Screening Tests; *Standardized Tests; *Student Evaluation; Student Promotion; *Testing Problems; Test Use
IDENTIFIERS- *Authentic Assessment

English and Spanish versions of a guide to testing reform are presented. The guide explains alternatives to standardized testing for educational assessment and shows how these new methods of evaluation will improve education. Standardized tests are used for an increasing number of purposes in the school system, but there is no proof that their use has improved schools. Common uses/types of standardized tests include: (1) readiness tests; (2) developmental screening tests; (3) intelligence tests; (4) tracking; and (5) grade promotion. Norm-referenced and criterion-referenced tests are discussed, and the flaws inherent in standardized testing are reviewed. Improved ways of evaluating students are briefly discussed, including performance assessments. Suggestions are provided to help promote authentic assessment in the schools. An appendix lists resources available to persons interested in testing reform. The Statement of the Campaign for Genuine Accountability in Education is included. The Campaign maintains that heavy emphasis on standardized, multiple-choice tests is undermining progress toward needed educational reforms in the United States. (SLD)

ED 335 384 TM 016 997

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1990. Survey Report.
PUB DATE- May 91
NOTE- 66p.; Data Series: FF-91-1.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Programs; *Financial Support; National Surveys; *Public Schools; School Funds; *Statistical Data; Tables (Data)

Data on federal financial support for education for fiscal years (FY) 1980 through 1990 are presented. To the extent possible,

ED 335 403 TM 017 081

National Council on Education Standards and Testing Act. Report by Mr. Ford of Michigan, Committee on Education and Labor, House of Representatives, 102nd Congress, 1st Session, June 10, 1991. Report to accompany H.R. 2435, the National Council on Education Standards and Testing Act.
PUB DATE- 10 Jun 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Advisory Committees; *Educational Legislation; Educational Testing; Elementary Secondary Education; Federal Government; Government Role; *National Programs; Standardized Tests; Student Evaluation
IDENTIFIERS- *National Council Educ Standards Testing Act 1991; *National Standards; Standard Setting

This report discusses a House of Representatives bill (H.R. 2435) to establish a National Council on Education Standards and Testing. The bill s title and purpose, and the congressional findings behind it are outlined first, followed by a summary of provisions concerning the Council s establishment, duties, reports, membership, director and staff, engagement of experts and consultants, powers, financing, and termination. The remainder of the report describes these provisions in a more detailed narrative form. It is explained that the Council shall provide advice to the Congress, Secretary of Education, National Education Goals Panel, and American public on the desirability and feasibility of national standards and testing in education. The Committee action, background and need for the legislation, and each of the Act s provisions are explained, and the committee s approval, an oversight statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, and cost of the legislation are recorded. The report concludes with a brief section-by-section analysis of the bill s 11 sections. (RLC)

ED 335 404 TM 017 082

Lofton, Glenda G.; And Others
Results of Iterative Standards-Setting Procedures for a Performance-Based System for Renewable Certification.
PUB DATE- Apr 91
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Elementary School Teachers; *Evaluation Criteria; Evaluation Methods; Evaluators; Learning Strategies; *Secondary School Teachers; State Programs; Teacher Certification; *Teacher Evaluation; Teaching Methods; Testing Programs; Workshops
IDENTIFIERS- Iterative Methods; Louisiana; Performance Based Certification; *Standard Setting; *System for Teaching Learning Assessment Review LA

This report presents the results of an initial, iterative performance standards-setting (SS) task of a comprehensive on-the-job statewide teacher assessment system--the System for Teaching and Learning Assessment and Review (STAR). The 1990-91 STAR assesses and makes inferences about the quality of

ED 335 420 TM 017 140

Resnick, Lauren B.; And Others
From Protoquantities to Number Sense.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 10p.; Paper presented at the Psychology of Mathematics Education Conference (Mexico, July 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Arithmetic; Children; Educationally Disadvantaged; *Elementary School Students; Grade 1; Grade 2; Grade 3; Interviews; *Mathematics Instruction; Mathematics Tests; *Number Concepts; Primary Education; Program Effectiveness; *Program Evaluation

The efficacy of an early mathematics program aimed at developing number sense and built entirely on children s invented procedures and on their informally acquired quantitative knowledge was studied. To socialize children to think of themselves as reasoners about numbers, the classroom program routinely provided daily conversation about numbers and drew attention to quantitative examples in everyday living situations. The program, initiated in 1988-89, was based on the following principles: draw children s informal knowledge into the classroom, develop children s trust in their own knowledge, use formal notations as a public record of discussions and conclusions, introduce the whole additive structure as quickly as possible, talk about mathematics in addition to practicing it, and encourage everyday problem finding. All children in the first through third grade classes in a school serving a largely minority and poor population participated. First graders were interviewed three times during the year. To assess whether the computational aspects of the standard curriculum were being met, data from the standardized mathematics achievement test that the school annually gives its first graders at the end of March were examined. The test scores of second and third graders who were introduced to a modified version of the program part-way through the 1988-89 school year were also assessed. The program produced large improvements both in number sense and in computational competence across all ability levels. Thinking-based programs successfully teach basic number facts and arithmetic procedures that are the core of the traditional primary mathematics program. An invention-based mathematics program is suitable even for children who are not socially favored or initially educationally able. (RLC)

ED 335 421 TM 017 141

Resnick, Lauren B.; Resnick, Daniel P.
Tests as Standards of Achievement in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 22p.; Paper presented at the Invitational Conference of the Educational Testing Service (New York, NY, October 28, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Educational

ED 335 439 UD 028 186

Hill, Robert B.
Adolescent Male Responsibility in African-American Families.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the National Urban League Conference on Manhood and Fatherhood: Adolescent Male Responsibility in Black Families (Atlanta, GA, March 20-22, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Blacks; Early Parenthood; *Fathers; *Individual Characteristics; Males; Parenthood Education; *Parent Role; Program Descriptions; *Youth Problems
IDENTIFIERS- *African Americans

Young black males account for almost half of all unwed fathers. The average black adolescent unwed father is 17 years old at the birth of his first child, comes from an unusually large family, began having sex at an earlier age than other black men, and has had slightly positive educational and employment experiences. Most also exhibit a high degree of personal efficacy despite problems related to fatherhood. Unwed adolescent black fathers also appear to maintain close relationships with the mothers of their children and want to contribute financially to their support. The following barriers to responsible fatherhood are outlined: (1) the shortage of marriageable black men relative to black women; (2) media stereotypes of black men; (3) school pushouts; (4) poor employment patterns; (5) delinquent and criminal activity; and (6) a distorted sense of manhood. The following promising intervention strategies combine sensitive government policies with aggressive community-based initiatives: (1) government initiatives, such as Project Head Start, street academies, and single father employment programs; (2) corporate initiatives, such as school-business partnerships and employment programs; and (3) nonprofit sector initiatives, such as the Services for Young Fathers program (New York, New York) and the Urban League s media campaign to promote responsible sexuality and parenting. A list of 17 references is appended. (FMW)

Police Community Relationship; *Police School Relationship; Primary Education; Resistance to Temptation; *Staff Development
IDENTIFIERS- *Drug Abuse Resistance Education Program; North Carolina

The purpose of this faculty orientation is to introduce the Drug Abuse Resistance Prorgram (DARE) to teachers who will have the program offered to their students. The DARE program is designed to give young people the facts about drugs and alcohol, and was developed in 1983 by health education specialists in conjunction with the Los Angeles Police Department and the Los Angeles Unified School District. Well-trained, uniformed police officers teach the class and employ a formal, semester-long curriculum. Included are such topics as how to say no to peers, self-esteem, assertiveness, social influences contributing to the use of drugs, and positive alternatives to drug use. The project focuses on students in elementary school who are not yet likely to have been led by their peers to experiment with alcohol, tobacco, and other drugs. Teachers are encouraged to be partners in the program by using suggested reinforcement activities, incorporating vocabulary words in spelling tets, assigning DARE-related topics in writing assignments, maintaining a question box in the classroom, providing bulletin board space, and attending to administrative tasks as required. (LL)

ED 335 325 SP 033 212

Drug Abuse Resistance Education. Administrative Orientation. Revised.
PUB DATE- Jul 90
NOTE- 22p.; For a related document, see SP 033 210.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; Class Activities; *Drug Education; Elementary Education; Lesson Plans; Orientation Materials; *Police School Relationship; *Prevention; Program Descriptions; Resistance to Temptation
IDENTIFIERS- *Drug Abuse Resistance Education Program; *North Carolina

The goal of the Drug Abuse Resistance Education (DARE) Program is to prevent drug abuse among school children, by targeting children at an age (K-6) when they are most receptive to drug prevention education and before they are likely to have been led by their peers to experiment with tobacco, alcohol, and other drugs. Project DARE seeks to prevent adolescent substance abuse, thuse reducing the demand side of drugs. DARE lessons focus on five points: (1) to provide students with skills for recognizing and resisting social pressures to experiment with alcohol, tobacco, and other drugs; (2) to enhance self-esteem; (3) to teach positive alternatives to substance use; (4) to develop skills in risk assessment and decision making; and (5) to build interpersonal and communications skills. Project DARE achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools. This description of DARE in North Carolina includes an account of the history of this program, nationally and in North Carolina; an outline of program goals, objectives, and evaluation results; program descriptions and lessons for specific grade levels; selection criteria, duties, and responsibilities of DARE officers; and teacher training, computer coordinators, and effect on formal education. A conclusion discusses the encouraging indicators of computer use as well as some existing problems and concerns. A 115-item bibliography is included. (LL)

ED 335 345 SP 033 244

Kimmel, Ellen B.; Kilbride, Malachy P.
Attribution Training for Teachers.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Consultation Programs; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; Secondary Education; *Self Efficacy; Teacher Behavior; *Teacher Expectations of Students; Teachers; Teacher Student Relationship; *Teacher Workshops; Vocational Education Teachers
IDENTIFIERS- *Attribution Style Questionnaire; Florida

If teachers can be trained to attribute poor student performance to such things as insufficient instruction, low expenditure of effort, or poor strategy rather than students lack of ability, they will modify instruction or provide a new learning strategy. For this to happen, teachers must first display attributional thinking about their own life events which will enhance a sense of control and self-esteem by internalizing positive events and externalizing negative events. An inservice workshop to enhance personal styles of attribution association with greater student motivation to perform academic tasks was held. Twenty-six teachers who completed a program consisting of lecture, modeling, role-playing, and self-analysis displayed significantly different Attribution Style Questionnaire scores from the 28 comparison teachers; women changed significantly more than men. Findings suggest that an educational intervention can modify attributional thinking of teachers to enhance their personal sense of control. The workshop approach was effective in modifying teachers causal thinking about themselves and changed their thinking about students behavior in ways that did not diminish their own sense of self-efficacy. (LL)

ED 335 346 SP 033 246

Hayes, Lynda Fender; Kilgore, Karen
Surviving the First Year: Beginning Teachers Conversations with Their Colleagues.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; *Collegiality; Elementary Education; Feedback; Higher Education; *Interaction; Interpersonal Competence; Network Analysis; *Peer Influence; Preservice Teacher Education
IDENTIFIERS- *Reflective Teaching; University of Florida

The qualitative research described here studied interactions between first-year teachers and their teacher colleagues in an effort to understand how beginning teachers construct their interactions and employ them to master the curriculum, a portfolio, mainly because suggested content depends heavily on purpose. Several portfolio systems currently being used in various locations are summarized. The systems are generally of two types: indicator systems in which a list of items is required to be collected on all students, and work sample systems, which rely heavily on ongoing classroom work that is selected and analyzed by students and/or teachers. Ways of promoting self-reflection and self-evaluation in students are outlined. The following issues in using portfolios for AAI are summarized: purposes; curriculum and instruction; content; assessment; management and logistics; and staff development. Appendix 1 presents four examples of written student self-reflection. Appendix 2 presents an annotated bibliography of 98 portfolio articles catalogued between December 30, 1989 and January 31, 1991. (RLC)

ED 335 365 TM 016 959

Rock, Donald A.; And Others
The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class. E.D. Tabs.
PUB DATE- Apr 91
NOTE- 122p.; Data Series: NELS:88-88-1.3.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Effect Size; *Grade 8; Institutional Characteristics; Junior High Schools; *Longitudinal Studies; Mathematics Tests; National Programs; *National Surveys; Parent Participation; Reading Comprehension; Reading Tests; Science Tests; Scores; Social Studies; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *National Education Longitudinal Study 1988

Sixty tables are presented, which examine the test achievement of a national probability sample of eighth graders in public and private schools. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 monitors the transition of a national sample of young adults as they progress from junior high to senior high school and on to postsecondary education and/or work. Its purpose is to provide policy-relevant data concerning the effectiveness of schools, curriculum paths, special programs, variations in curriculum content, and/or mode of delivery in bringing about educational growth. The NELS:88 test battery includes four tests: (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/government. This report is a tabular summary of achievement test scores for approximately 25,000 eighth graders from slightly more than 1,000 schools. Results are grouped into: student background variables; parental involvement variables; and school characteristics and school climate. Reading and mathematics tables contain, in addition to mean scores, the percentage of each group scoring at each proficiency level and the standard error of the percentage estimate. Effect sizes are included to compare group differences. Technical notes on survey design, response rates, variables in the tables, significance testing, and methods for estimating standard errors and effect sizes follow the tables. (SLD)

ED 335 366 TM 016 960

Shealy, Robin; Stout, William
A Procedure To Detect Test Bias Present Simultaneously in Several

outlays for education from all federal agencies are included. Total federal support for education was estimated to be 61.8 billion in FY 90, an increase of 58% since 1980. After adjustment for inflation, federal support for education increased 2% between FY 80 and FY 90. Nine tables present the following data: (1) federal support for education by category; (2) fedeal funds for education and related activities by level; (3) ten largest providers of federal education program funding by agency; (4) largest education program activities by level; (5) non-federal funds for education generated by federal programs; (6) estimated federal tax expenditures for education; (7) total federal support by category of recipient; (8) total federal support by level and category of recipient; and (9) estimated expenditures of education institutions and federal support by level and type of support. Three graphs complement the tables. Three tables providing additional data for the years 1965, 1970, and 1975 are included in the appendixes. (SLD)

ED 335 385 TM 016 998

McCann, Kaye R.
Delaware Educational Assessment Program: 1990 Report to the Legislature.
PUB DATE- 20 Dec 90
NOTE- 198p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; School Districts; *Standardized Tests; *State Programs; State Surveys; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Delaware Educational Assessment Program

This document is a report to the Delaware State Legislature concerning the results of the Delaware Educational Assessment Program in 1989-90. The Stanford Achievement Test was administered statewide in grades 1 through 8 and grade 11. This administration allowed both national and state comparisons. The average Delaware student performed above the national norm in reading, mathematics, language arts, and higher-order skills. Compared to the results of the preceding year, achievement test results improved. Information in the report is provided in three sections: (1) a description of the statewide assessment program; (2) state level averages and analyses; and (3) a listing of averages by content area and grade level for each school and school district with district plans to remedy identified weaknesses. Numerous tables provide data for the state s 17 school districts. Two appendices provide nine tables of supplemental information. (SLD)

ED 335 386 TM 016 999

National Assessment of Educational Progress in Brief.
PUB DATE- May 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational History; Elementary Secondary Education;

teaching and learning on sets of assessment indicators defining 21 teaching and learning components (TLCs). It is used to train principals, master teachers, supervisors, college faculty, and other educators to complete thorough assessments of beginning and experienced teachers classroom performances for the purpose of obtaining renewable professional certification (RPC). The STAR is organized into four performance dimensions defined by subelements/TLCs. In the spring of 1990, a panel of 47 Louisiana educators participated in a 3.5-day workshop in which they used the results of STAR pilot research studies in 1988-90 as critical information for making initial STAR performance standards recommendations (PSRs) for the Louisiana Teaching Internship and the Statewide Teacher Evaluation Programs. The workshop served as a forum for the presentation/discussion of critical professional and program policy and implementation issues pertaining to PSRs. In the fall of 1990, a final recommendation was made relative to an appropriate performance standard for each test or variable under consideration. A set of iterative procedures was completed serially for each STAR TLC. Three PSRs for RPC were made for each STAR TLC. A 21-item list of references, 9 data tables, and 2 graphs are included. A summary of STAR data analysis results for 5,720 Louisiana teachers using 108 indicators is provided. (RLC)

ED 335 405 TM 017 084

1990 Statistical Report. GED. Tests of General Educational Development.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; Annual Reports; Educational Trends; *Equivalency Tests; Foreign Countries; Graphs; *High School Equivalency Programs; High Schools; *National Programs; State Surveys; Statistical Data; Tables (Data); *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- Canada; *General Educational Development Tests; United States

Eleven tables and five graphs present statistical data concerning the Tests of General Educational Development Program (GED Testing Program) in 1990. Data for each state and Canadian province are included. The tables present data on the following topics: testing volumes (i.e., number of people tested), percentage of people tested by age group, percentage of credentials issued by age group, number of people tested by edition (i.e., audio cassette, Braille, large print), volume of special testing accommodations, highest grade completed by examinees, additional data, credentials issued, comparative testing data, minimum score requirements, and percentage of graduating high school seniors meeting minimum score requirements of the GED Testing Program. The graphs present data on the following topics: volume of people tested versus credentials issued for 1950-90, testing volume and credentials issued by age group for 1990, highest grade completed by examinees for 1990, volume of people tested versus credentials issued for 1972-90, and number of GED candidates planning further study. The number of persons taking the GED Tests in 1990 increased to 763,618, which represents a 12% increase over the number for 1989. Forty-five states reported greater participation in the GED Testing Program. Seventy percent of

Assessment; Educational Change; *Educational Improvement; Elementary Secondary Education; Standardized Tests; *Student Evaluation; *Testing Problems; Test Use; *Thinking Skills
IDENTIFIERS- Curriculum Based Assessment; Performance Based Evaluation

The question of whether tests can be both curriculum-neutral and effective means of monitoring and motivating educational practice is discussed. Educational reform and testing are intimately linked, as tests are widely viewed as a means of educational improvement. Tests/assessments influence educator behavior by stimulating them to assure that their students perform well. Tests/assessments used for public accountability or program evaluation purposes affect the curriculum. A new vision of education--a thinking-oriented curriculum (TC) for all students--is considered, in which education focuses on higher-order abilities, problem solving and thinking, and the ability to go beyond the routine and exercise personal judgment. Current tests that are inimical to a TC are discussed. To assess the extent to which decomposition and decontextualization--two key assumptions underlying standardized testing--permeate today s achievement tests, reading comprehension, language, and mathematics test batteries that are widely used in educational assessment are analyzed. Standardized tests fare badly when judged against the criterion of assessing and promoting a TC. They embody a view of education that defines knowledge and skill as a collection of bits of information and they demand fast non-reflective replies. Alternative performance assessments for a TC, including open-ended writing examinations (essays) and portfolio assessments, help release educators from the pressure toward fractionated low-level forms of learning that are rewarded by most current tests, and they also set positive standards for an educational system that strives to cultivate thinking. Tied to curriculum and designed to be taught to, performance assessments can be essential tools for raising authentic educational achievement. A 25-item list of references is included. (RLC)

ED 335 422 TM 017 152

Loftin, Lynn B.
The Importance of Evaluating Whether Results Will Generalize: Application of Cross-Validation in Discriminant Analysis.
PUB DATE- Jan 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Discriminant Analysis; Generalizability Theory; *Mathematical Models; Reliability
IDENTIFIERS- *Cross Validation; *Invariance Principle

Cross-validation, an economical method for assessing whether sample results will generalize, is discussed in this paper. Cross-validation is an invariance technique that uses two subsets of the data sample to derive discriminant function coefficients. The two sets of coefficients are then used with each data subset to derive discriminant function scores. The scores are correlated to assess the stability of the discriminant function coefficients across samples. The closer the set of results are to each other, the greater the stability of the coefficients is across samples. One advantage of cross-explanations to principals, teachers, and parents about the program. (IAH)

ED 335 326 SP 033 214

Lungo, Diane; And Others
The Effect of Aerobic Exercise on Total Cholesterol, High-Density Lipoprotein, Apolipoprotein B, Apolipoprotein A-I, and Percent Body Fat in Adolescent Females.
PUB DATE- Apr 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Aerobics; *Body Composition; *Cardiovascular System; *Exercise Physiology; Females; Health Promotion; Junior High Schools; *Physical Fitness; *Risk
IDENTIFIERS- Apolipoproteins; *Cholesterol; High Density Lipoprotein Cholesterol

The effect of aerobic exercise on total cholesterol (TC), high-density lipoprotein (HDL), apolipoprotein B (Apo B), apolioprotein A-I (Apo A-I), and percent body fat in adolescent females was studied. The control subjects (n=86) were volunteers who had completed a physical education class at least six months prior to the commencement of the study, and the treatment (n=79) subjects were volunteers who were newly enrolled in the investigator s physical education classes. All subjects were pretested and posttested on the dependent variables. The treatment subjects participated in a 12-week aerobic exercise program during their physical education classes. Their TC, Apo B, and body fat levels decreased significantly while their HDL and Apo A-I levels did not change. The control group s TC and HDL decreased with no changes in other varieties. When the treatment and control groups were compared, the treatment group had significantly lower body fat and Apo B levels and higher HDL. Findings of this study support the conclusion that modification of Apo B and body fat, risk factors for cardiovascular disease (CVD), may be possible during adolescent years through participation in aerobic exercise. However, longitudinal studies are necessary to determine if adolescent CVD risk modification, involving aerobic exercise, can reduce future CVD risk. (Author/IAH)

ED 335 327 SP 033 216

Johns, Jerry L.; Davis, Susan J.
Perceptions of Preservice and Inservice Teachers Regarding Test-Taking Procedures and Test-Wiseness Programs. Literacy Research Report No. 4.
PUB DATE- Apr 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Ethics; Examiners; Higher Education; *Inservice Teacher Education; Methods Courses; *Preservice Teacher Education; Skill Development; *Standardized Tests; Test Coaching; *Test Wiseness
IDENTIFIERS- American Personnel and Guidance Association

A study was conducted to address the ethical issues inherent in the teaching of test-taking and test-wiseness skills. A survey, consisting of 11 items was developed and given to 62 preservice and 133 inservice teachers. Questions were classified into 3 understand the grade level being taught, and gain control of classrooms. Seven beginning elementary school teachers, graduates of the University of Florida, were interviewed three times about their first-year experience. Four of the teachers expected to find support and assistance from other teachers; three were reluctant to share problems and concerns with others. Analysis of the findings suggests that beginning teachers who pursued collegial interaction were also the most reflective thinkers. Their professional development was nurtured by the peer teacher, and the habit of critically examining practices was established. During their interviews, they easily explored a variety of explanations of classroom events, a range of alternatives, and both intended and unintended consequences of their practices. The three teachers who were isolated identified a narrow range of explanations of classroom events, chose and implemented one strategy, and were wary of openness and unintended consequences. Implicit for teacher educators is the need to assist students in understanding the importance and potential of networking. (LL)

ED 335 347 SP 033 247

Kleinsasser, Audrey M.
Perpetuating Teaching Myths or Debunking Them? An Analysis of the Debriefings between a Student Teacher and a Cooperating Teacher.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperating Teachers; *Educational Change; *Folk Culture; Higher Education; *Knowledge Level; Preservice Teacher Education; Secondary Education; *Student Teachers; Student Teaching; Teacher Educator Education; Traditionalism
IDENTIFIERS- *Expert Novice Paradigm; *Reflective Supervision

This paper explores a working hypothesis based on in-depth case studies of student teachers. The hypothesis is that the less precise the dialogue between a student teacher and cooperating teacher, the more likely the production and perpetuation of cultural teaching myths. Teaching myths are identified as over-generalized pieces of cultural folklore handed down from the cooperating teacher, such as: (1) frequent sickness is normal during the first two years of teaching; (2) you cannot reach everyone, so teach to the middle group; and (3) do not smile until Christmas. While teaching myths help novices make sense of competing values or contradictory information in a complex setting, for example, teacher as caring humanist versus teacher as authority and evaluator, they also tend to neutralize knowledge acquired during professional training. Student teaching experiences reinforce and produce powerful cultural knowledge about schooling. The knowledge is delivered in an oral tradition by an expert-teaching-novice model of enculturation, which is well-established in the culture of teaching. Analysis of the case studies leads to the recommendation that preservice teacher education must break away from the "unexamined and theoretically void traditions" through radical restructuring, i.e., through adoption of a professional rather than a cultural model of teacher enculturation. (33 references) (LL)

Items.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- 25 Apr 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Computer Simulation; *Equations (Mathematics); *Item Bias; Item Response Theory; *Mathematical Models; *Testing Problems
IDENTIFIERS- Ability Estimates; Mantel Haenszel Procedure; *Simultaneous Item Bias Procedure

A statistical procedure is presented that is designed to test for unidirectional test bias existing simultaneously in several items of an ability test, based on the assumption that test bias is incipient within the two groups ability differences. The proposed procedure--Simultaneous Item Bias (SIB)--is based on a multidimensional item response theory (IRT) approach. SIB statistically tests for bias in one or more items at a time, and is corrected for the inflation (or deflation) of the test statistic due to target ability difference, a valid group difference that is conceptually independent of psychological test bias. The correction plays the same role as does the practice of including the single studied item in the matching criterion score in the Mantel-Haenszel (MH) procedure that is adapted for test responses. It is shown through the initial portion of an extensive simulation study in progress with 84 cases that, with the correction in place, the procedure performs as well as does the MH procedure in many cases when there is a single biased item, and it performs well in the case of multiple item test bias. Twelve tables present data from the simulation, and four graphs illustrate study findings. A 20-item list of references is included. (Author/SLD)

ED 335 367 TM 016 962

Burstein, Leigh; And Others
Models for Validating Content Coverage. Instructional Assessment Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Content Analysis; *Content Validity; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Mathematics Teachers; Mathematics Tests; *Models; Psychometrics; Research Reports; Student Evaluation; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Instructionally Sensitive Assessment (Burstein)

Two papers are presented that resulted from the Instructional Assessment Project of the Center for Research on Evaluation, Standards, and Student Testing. Both relate to models for assuring assessment validity. The first paper--"Assessing the Content Validity of Teachers Reports of Content Coverage and Its Relationship to Student Achievement" by B. Yoon and others--studied the validity of teachers reports of students instructional experiences by examining the reported content coverage for teachers across two consecutive years (1988 and 1989). It also examined the sensitivity of tests to instruction

*Longitudinal Studies; National Programs; *National Surveys; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; Progress Reporting

The National Assessment of Educational Progress (NAEP) is briefly described. The NAEP was designed in 1969 as a voluntary cooperative program to answer questions about education nationally. In 1988, the NAEP was defined as a means of improving the effectiveness of the nation s schools by making objective information available about student performance. The NAEP, commonly known as the Nation s Report Card, is an ongoing, comparable, and representative assessment of what American students know and can do at grades 4, 8, and 12. It serves to monitor progress toward the National Education Goals adopted by the President and state governors in 1990. A new dimension has been added to the NAEP with the Trial State Assessment in 1990, a voluntary assessment of eighth-grade mathematics achievement that states can use to compare themselves over time. The America 2000 strategy of the Bush administration will depend on NAEP tests for its formative stages. The NAEP does not promote or drive a national curriculum, but it does describe achievement for those whose job it is to prescribe educational policy. (SLD)

ED 335 387 TM 017 000

Sietsema, John
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1988-89. Survey Report.
PUB DATE- Apr 91
NOTE- 46p.; Data Series: DR-CCD-88/89-2.2.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Institutional Characteristics; *National Surveys; *Public Schools; *School District Size; School Statistics; Statistical Data; Tables (Data)

Twelve tables are presented, which provide enrollment and staffing data concerning the 100 largest school districts in the United States. The data were reported to the National Center for Education Statistics in the spring of 1989 through the Common Core of Data survey series, and files used for this report contain data for all 50 states, the District of Columbia, and 5 outlying areas. While they represent fewer than 1% of the nation s school districts, the 100 school districts are responsible for educating 8,788,448 students (approximately 22% of all public school students) and 40% of all minority students. Most of the 100 largest districts are located in coastal states. There is a tendency for these school districts to have larger schools and slightly higher pupil-to-teacher ratios than other districts. These 100 districts also employ about 21% of the nation s public school teachers. Two figures summarize overall data. An appendix lists the 500 largest districts in the United States in 1988-89. (SLD)

ED 335 388 TM 017 001

Student Enrollment and Unit Allotment Report, September 30, 1990.
PUB DATE- Nov 90
NOTE- 97p.
LANGUAGE- English

the candidates who completed all five GED Tests in 1990 earned passing scores, compared to 68% in 1989. A dramatic increase of 46% occurred in the number of disabled persons who qualified for special testing accommodations. No major changes were noted in the age distribution of those taking or passing the GED Tests. (RLC)

ED 335 406 TM 017 089

Byrne, Barbara M.; And Others
The Beck Depression Inventory: Testing for Invariant Measurement and Structure across Gender for Nonclinical Adolescents.
PUB DATE- 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Affective Measures; Analysis of Covariance; Comparative Testing; Factor Structure; Females; Foreign Countries; Item Analysis; Males; Secondary Education; *Secondary School Students; *Sex Differences; *Test Items
IDENTIFIERS- *Beck Depression Inventory; Canada; Covariance Structural Analysis; *Invariance Principle

Extending the earlier work of B. M. Byrne and P. Baron (1990), the factorial invariance of the 21-item Beck Depression Inventory (BDI) was tested using 351 non-clinical adolescent males and 334 non-clinical adolescent females. All subjects were in grades 9 through 12 and attended the same secondary school in a large metropolitan area in central Canada. Participants, who ranged in age from 12 to 18 years, completed the BDI and other assessment measures during one regular class period. All analyses were based on confirmatory factor analytic procedures within the framework of covariance structure modeling. Despite the differential loading pattern of Item 20 (hypochondria) for females, a three-factor structure that comprised one second-order general factor of depression and three first-order factors representing negative attitudes, performance difficulty, and somatic elements was found to be invariant across gender. Furthermore, except for two additional inventory items (items 8 and 10, self-accusation and crying, respectively), the remaining BDI measurements were group-invariant. The results are expected to be of substantial interest to both researchers and clinicians whose concerns focus on depression as it affects adolescents. A 40-item list of references is included. Two data tables and two figures are provided. Items comprising the BDI are appended. (RLC)

ED 335 407 TM 017 090

Hill, Flo H.; And Others
Classroom Assessments of 6000 Teachers: What Do the Results Show about the Effectiveness of Teaching and Learning?
PUB DATE- Apr 91
NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Quality; *Elementary School Teachers; *Evaluation Criteria; Evaluators;

validation is the ease of calculation and adaptability to other statistical procedures. A weakness is that the sample size must be large in order for division of data into data subsets to be meaningful. Six steps are outlined that demonstrate a double cross-validation invariance procedure in a discriminant analysis. The data set used consists of 64 subjects with two continuous predictor variables "x" and "y" and one criterion variable "Group" with four levels. It is noted that to evaluate the stability of discriminant function coefficients, the discriminant function scores themselves must be examined. Two tables are included, and an outline of the computer commands for simulating data in the first table is appended. (Author/RLC)

ED 335 423 UD 027 718

Staffing the Multilingually Impacted Schools of the 1990s. Proceedings of the National Forum on Personnel Needs for Districts with Changing Demographics (Washington, D.C., January 11-12, 1990).
PUB DATE- May 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; *Bilingual Schools; *Bilingual Teachers; Elementary Secondary Education; *English (Second Language); Enrollment Trends; *Limited English Speaking; Multilingualism; Teacher Recruitment; *Teacher Shortage

Participants at a conference on staffing multilingual schools reported that the rapid and significant increase in the number of limited English proficient (LEP) students throughout the country is compounding the existing problem of bilingual/English as a Second Language (ESL) staff shortages. The following concerns were outlined: (1) school districts are experiencing significant increases in the number of LEP students and in the number of languages represented; (2) increases in the number of LEP students are occurring in school districts with declining enrollments; (3) many LEP students have limited or no previous schooling; (4) it is difficult to locate trained and certified teachers to work with LEP students; (5) it is difficult to retain bilingual/ESL staff for a variety of reasons, including competition among school districts; and (6) there is a need to retrain monolingual teachers in school districts where the decline in overall enrollment does not permit the hiring of trained bilingual/ESL staff. The following key recommendations were made: (1) streamline certification requirements for bilingual/ESL personnel; (2) encourage the private sector to take a more active role in promoting the education of LEP students; (3) increase collaboration among institutions of higher education, school districts, and the U.S. Department of Education; (4) make a greater effort to disseminate information about effective practices in the field of bilingual/ESL education; and (5) integrate bilingual/ESL staff into the school program. (FMW)

ED 335 424 UD 027 981

The Power of Mentoring: An Age-Old Strategy Is Helping Today s Youth.
SPONS. AGENCY- Chrysler Corp. Fund.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Education Association, Washington, D.C.
PUB DATE- 91

categories: (1) general test-taking considerations; (2) standardized test-taking procedures; and (3) test-wiseness. The general pattern of responses for inservice and preservice teachers was similar for both general test-taking considerations and some aspects of teaching test-wiseness. The two groups did not agree with the general literature on standardized test-taking procedures nor with appropriate, ethical aspects of test-wiseness programs. Implications are that both preservice and inservice teachers could profit from more knowledge about standardized test administration procedures. It is recommended that preservice reading methods courses, diagnostic reading courses, and other courses where standardized tests are considered give ample attention to the importance of following standardized test administration procedures. Inservice teachers need to review the standardization procedures given in test manuals; and both groups need a better understanding of the differences between test-taking strategies and teaching to the test. (LL)

ED 335 328 SP 033 217

Ellis, Nancy E.; Lotan, Rachel A.
Looking in Mirrors: Teachers Doing, Seeing, Knowing.
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Elementary Education; Elementary School Teachers; *Feedback; Heterogeneous Grouping; *Instructional Innovation; *Supervisory Methods; *Teacher Behavior; *Teacher Effectiveness; Teacher Supervision; Teaching Methods; Teaching Models
IDENTIFIERS- *Knowledge Base for Teaching

In this study, relationships were examined among three aspects of the implementation of complex instruction, an innovative approach to teaching in heterogeneous classrooms. These three aspects were: (1) teachers use of the complex instruction strategies in the classroom; (2) systematic and comprehensive feedback received by teachers from the developers of the innovation; and (3) teachers conceptual understanding of the theoretical and empirical knowledge base underlying complex instruction. For this study, data collected as part of a larger project conducted by the Stanford University School of Education were used. Thirteen teachers in 5 elementary schools constituted the sample; data sources were a minimum of 20 classroom observations of each teacher, questionnaires, structured and open-ended interviews, and records of collaborative meetings between teachers and supportive supervisors. The findings indicated that the frequency of feedback sessions was positively and significantly related to the quality of the implementation of the innovation, and the teacher s conceptual understanding of the knowledge base. Teachers conceptual understanding was positively and significantly related to the more sophisticated teaching strategies but showed no relationship to the more routine behaviors. Case studies illustrate the quantitative findings. Theoretical and practical implications of the findings are discussed. (Author/AMH)

ED 335 329 SP 033 218

ED 335 348 SP 033 249

Rubin, Joyce
Increasing Classroom Management Skills through a Training Module for Student Teachers.
PUB DATE- 91
NOTE- 136p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Education; Higher Education; *Learning Modules; *Management Development; Preservice Teacher Education; Questionnaires; Skill Development; Student Teacher Attitudes; *Student Teachers; Surveys; *Training Methods

This practicum was designed to integrate a module on classroom management into a university student-teaching program. The primary goal was to assist student teachers in increasing the teaching and learning time in their elementary school classrooms through prevention of inappropriate behavior. Through the use of specific skills, the student teachers learned to use classroom time more effectively, and at the same time experienced a positive student teaching experience. A pre-assessment survey was administered which documented a limited knowledge base in the area of classroom management. Group workshops were utilized and material was presented through a multivaried approach. Meetings were held individually throughout a 30-week period to assist and assess the internalization of material in the module. Results were gathered by means of post-assessment evaluation in both written and oral form. Findings indicate that the module was both enjoyable and worthwhile, helping student teachers enhance their teaching/learning time in the classroom on a daily basis. Appendixes include a pre/post-assessment questionnaire, an attitude survey, university observation and evaluation forms, role playing scenarios, and audiovisual materials. (LL)

ED 335 349 SP 033 250

Murray, David R.
An Analysis of the Perceptions of Teacher Education Graduates on Their Preparation for Service: A Five Year Review.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *College Outcomes Assessment; Educational Environment; Elementary Secondary Education; Graduate Surveys; Higher Education; *Minimum Competencies; Preservice Teacher Education; *Program Effectiveness; *Teacher Attitudes; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- Berry College GA; *Knowledge Base for Teaching; *Teacher Performance Assessment Instruments

The purpose of this study was to analyze the perceptions of teacher education graduates from the Department of Education and Psychology at Berry College in Rome, Georgia. A survey was sent to 148 randomly selected individuals from the graduating classes of 1985 through 1990. The former students were asked to assess their level of preparation for completing the Teacher Performance Assessment Instrument (TPAI). The state of Georgia required all teachers entering the profession during this by linking student performance patterns to students instructional experiences. Analyses were based on data from approximately 300 mathematics class sections, with about 2,000 students (examinees) and 20 teachers for each of 2 tests for each year. The second paper--"Conceptual Considerations in Instructionally Sensitive Assessment" by L. Burstein--describes the project s operating model, with its intellectual rationale and the guiding concept of instructionally sensitive psychometrics. Implications for the application of the methodology to other large-scale achievement contexts are discussed. Three figures and 3 appendices with 9 tables are included. (SLD)

ED 335 368 TM 016 964

King, Jean A.; Bosma, John
After One Year: Implementation Issues for Ten Transformational R&D Sites.
PUB DATE- Mar 91
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Support; Educational Change; *Educational Improvement; Elementary Secondary Education; Outcomes of Education; Program Evaluation; *Program Implementation; *Research and Development; *State Programs; Student Needs; Teacher Attitudes
IDENTIFIERS- *Minnesota; *Outcome Based Education

The Office of Educational Leadership (OEL) of the Minnesota State Department of Education initiated a project to develop and examine the effects of processes designed to transform schools into structures that assure that all students learn. In September 1989, 10 Research and Development (R&D) project sites received grants from the OEL. The implications for the change process drawn from baseline data collected during the first year of project activities are presented. The implications fall into three broad categories: (1) the Minnesota context for educational change; (2) the change itself; and (3) the change process. Perceived changes affecting educational transformation include changes in communities, families, students, and schools. More specifically, issues that require consideration in the Minnesota context include: the community milieu; attitudes and abilities of teachers; student needs; and needed changes in the curriculum. Many school personnel are confused about aspects of the change itself, notably the concept of outcome-based education. For the change process to be successful, a collegial management style sensitive to the competing priorities in the schools must be developed. Results of the baseline studies have convincingly demonstrated the potential of the R&D projects for educational transformation. An appendix lists 18 outcomes explored by a workshop on the OEL Project. (SLD)

ED 335 369 TM 016 967

Johnson, William L.; And Others
A Factorial and Rasch Analysis of the Charles F. Kettering Ltd. School Climate Profile.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Elementary Schools; Elementary Secondary Education; *Enrollment; *Resource Allocation; School Districts; *School District Size; *Secondary Schools; Special Education; State Norms; State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- *Delaware

Numerous tables present data concerning student enrollment and state unit allotments in the Delaware public schools as of September 30, 1990. Part I of this report contains the unit allotments based on enrollment for the 20 individual school districts and the state as a whole. Part II contains elementary school and secondary school enrollment information for regular and special students. Data are arranged by grade, grade grouping, school, district, county, and state. Special education data are listed primarily by handicapping condition and educational level. Data, reflecting full-time equivalent students, are reported to two decimal places. The statewide enrollment for 1990 was 99,658 students; this represents a 1.9% increase over the September 1989 enrollment figure. (SLD)

ED 335 389 TM 017 004

Glewwe, Paul
Schooling, Skills, and the Returns to Government Investment in Education: An Exploration Using Data from Ghana. Living Standards Measurement Study, Working Paper No. 76.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; Economic Impact; *Educational Finance; Educational Policy; Educational Quality; Elementary Secondary Education; *Equations (Mathematics); Estimation (Mathematics); Federal Aid; Foreign Countries; *Government Role; Human Capital; Investment; *Mathematical Models; Outcomes of Education
IDENTIFIERS- *Ghana; *Human Capital Theory; Return on Investment

Investments in schooling are often regarded as essential for economic development, implying that such investments have high rates of return in developing countries. This paper examines the accuracy and usefulness of estimates of rates of return to formal schooling based on the standard human capital model of G. Becker and J. Mincer. Focus is on whether failure to account for differences in ability and school quality across a random sample significantly biases estimates of the private return to schooling derived from estimates of wage equations. This is done using an unusually rich data set from Ghana (over 4,700 households), which includes tests of ability and cognitive skills administered to 389 survey respondents. When years of schooling are used to measure the accumulation of human capital, there are virtually no returns to schooling in the private sector. Replacement of years of schooling by reading and mathematical ability does show positive returns to acquired skills, although these rates may be of little use to governments making schooling investment decisions because of the complexity of such decisions. Many government investments in education are designed to raise rates of return to schooling by raising school quality, but decisions by individuals assume that both rates of return and school quality are exogenous.

Learning Strategies; *Secondary School Teachers; State Programs; Summative Evaluation; Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teaching Methods; Testing Programs

IDENTIFIERS- *Louisiana; Performance Based Evaluation; *System for Teaching Learning Assessment Review LA

This paper presents the results of a series of summary analyses of descriptive statistics concerning 5,720 Louisiana teachers who were assessed with the System for Teaching and Learning Assessment and Review (STAR)--a comprehensive on-the-job statewide teacher assessment system--during the second pilot year (1989-90). Data were collected by about 3,000 principals, master teachers, and other Louisiana educators in STAR assessor certification programs during fall 1989 and spring 1990 professional development sessions. The 1989-90 STAR is used to: (1) assess the quality of teaching and learning on sets of assessment indicators (AIs) that define 21 teaching and learning components (TLCs); and (2) train principals master teachers, supervisors, college faculty, and other educators to complete thorough assessments of beginning and experienced teachers classroom performances for the purpose of renewable professional certification (RPC). The STAR is organized into four performance dimensions defined by subelements/TLCs, with a total of 140 AIs. Data were summarized by computing frequencies of acceptable and unacceptable decisions for each of the STAR TLCs, as well as the individual AIs within each component. The results are presented as summaries for AIs by each STAR TLC: for elementary and secondary education, for beginning and experienced teachers, within cognitive group, within performance group, and between cognitive and performance groups. Summary comparisons between 1989 (first pilot year) and 1989-90 (second pilot year) STAR TLCs are included. Appendix A presents five data tables. Appendix B outlines the organizational structure of the 1989 STAR. (RLC)

ED 335 408 TM 017 092

Ellett, Chad D.; And Others

The Effects of "High Stakes" Certification Demands on the Generalizability and Dependability of a Classroom-Based Teacher Assessment System.

PUB DATE- Apr 91

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; *Elementary School Teachers; *Evaluation Criteria; Evaluators; Generalizability Theory; Learning Strategies; *Reliability; *Secondary School Teachers; State Programs; Statistical Data; Teacher Certification; *Teacher Evaluation; Teaching Methods; Testing Programs

IDENTIFIERS- Educational Indicators; *Louisiana; *System for Teaching Learning Assessment Review LA; Teacher Performance Appraisal System

This paper presents the results of ongoing analyses of the reliability of the System for Teaching and Learning Assessment and Review (STAR) as a comprehensive measure of classroom teaching and learning for making teacher certification decisions. Focus was on the effects of high stakes assessment conditions for certification on the generalizability evidence

NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Interpersonal Relationship; *Intervention; *Mentors; *Role Models; Self Esteem; Student Motivation; Youth Problems; *Youth Programs

This collection of articles is one of several published by public television s "One PLUS One" project, a special media emphasis on mentoring and its effectiveness in helping young people. The articles reflect the belief that providing youth with adult support and guidance can strengthen their self-esteem and encourage them to achieve. The collection includes an introduction by Lee Iacocca and seven articles. "The Power of Someone Who Cares" (Margaret E. Mahoney) discusses growing national awareness of the value of individual adult involvement with young people. "How I Talked Myself Into Mentoring" (Robert G. Hechlinski) describes the author s participation in the Career Beginnings Program at Indiana University Northwest in Gary. "Thank You, Bob" (Malcolm B. Maxwell, Jr.) presents the viewpoint of the young person mentored by the author of the preceding article. "Aim High" (George E. Curry) examines a newspaperman s discouragements and satisfactions while mentoring potential future journalists. "Mentors: Teachers Allies" (Keith Geiger) describes the crucial interface between educators and mentors. "Good Mentoring" (Erwin Flaxman) surveys the evolution of mentors and discusses six key aspects of mentoring programs and relationships. "Ten Steps to a Mentoring Network" (Jan Hively) identifies components necessary to assure community mentoring support for all needy youths. (AF)

ED 335 425 UD 028 041

Kershner, Keith M., Ed.; Connolly, John A., Ed.
At-Risk Students and School Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Demonstration Programs; *Educational Change; Educational Environment; Elementary Secondary Education; *High Risk Students; Hispanic Americans; *Leadership Responsibility; *School Restructuring; Student Characteristics; *Student Needs
IDENTIFIERS- Hispanic American Students

This collection of 16 reports asserts that at-risk students are best served by extensive modifications of schools, or "restructuring." Successful restructuring must include a comprehensive approach to changing the educational environment and have a critical impact on students and teachers, the largest of the school constituencies. Section 1, "Definitions," includes three reports that attempt to define the characteristics of at-risk students, identify their problems, and establish criteria for school restructuring. Section 2, "At-Risk Students," includes five reports on the following topics: (1) how at-risk students learn; (2) the role of teacher expectations; (3) the need for caution in competency testing; (4) the effects of educational reform on Hispanic American students; and (5) at-risk students in nonurban schools. Section 3, "Restructuring Schools," includes six reports on the

Schonfeld, Irvin Sam
Burnout in Teachers: Is It Burnout or Is It Depression?
PUB DATE- 91
NOTE- 27p.; An earlier version of this paper was presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; Correlation; *Depression (Psychology); Elementary Secondary Education; Interpersonal Relationship; Longitudinal Studies; Self Esteem; *Teacher Burnout; *Teaching Conditions
IDENTIFIERS- Center for Epidemiologic Studies Depression Scale

Burnout measures cover the same ground as depressive symptom scales. Problems with burnout scales include their vulnerability to attribution errors. The few studies having both burnout/stress and psychological symptom measures suggest considerable overlap in the scales. Three cross-sectional studies from very different geographic areas reveal high levels of depressive symptoms or psychological distress in veteran teachers. Correlational evidence using measures of psychophysiologic symptoms, perceived health, job satisfaction, and motivation to continue in the profession indicates that a depressive symptom scale (the CES-D) administered to a group of newly appointed female teachers behaves in much the same way that burnout measures behave. Additional evidence provided by the longitudinal component of the study is consistent with the view that adverse teaching conditions are causally related to depressive symptoms and that the effect size is large. Finally, two of the three components of burnout, emotional exhaustion and a reduced sense of personal accomplishment, are likely to be symptoms of depression; the third component, depersonalization, is reflective of the hostility and friction that characterize the interpersonal relationships of depressed individuals. The paper suggests that burnout may be more fruitfully conceptualized as depressive symptoms that result from adverse work environments. (Author/IAH)

ED 335 330 SP 033 219

Brunner, Diane D.
Stories of Schooling in Films and Television: A Cultural Studies Approach to Teacher Education.
PUB DATE- Apr 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Cultural Influences; Educational Improvement; Elementary Secondary Education; *Films; Higher Education; *Mass Media Effects; Popular Culture; *Preservice Teacher Education; *Role Perception; School Role; Teacher Education Curriculum; *Television

This paper examines the impact of film and television stories on prospective teachers and the ways in which popular culture has influenced ideas formed about teaching roles and schooling. Questions about teachers beliefs and how teachers see the practice of schooling are integral to curriculum planning and reform in preservice teacher education. This paper suggests that preservice teachers might benefit from the opportunity to examine the ways in which they have come to define their role period to successfully complete this instrument in order to obtain regular teacher certification. Approximately 92 percent of the graduates responding to the survey passed the TPAI on the first or second try. The greater majority of graduates indicated that early immersion into an actual school environment through practicums was the major strength of the program. The weakness most often cited was the lack of instruction in discipline and classroom management skills. Former students also suggested that they needed more training in the areas of testing and measurement. The appendixes include lists of reported program strengths and weaknesses, suggestions for the program, the Berry College Department of Education and Psychology teacher education follow-up survey, and a graphical comparison of questions by weighted score. (Author/LL)

ED 335 350 SP 033 257

Manning, Derrick C.
Improving Athletic Eligibility among High Risk Ninth, Tenth and Eleventh Grade Students through Parental Awareness and Peer Involvement.
PUB DATE- Jun 90
NOTE- 44p.; M.S. Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Failure; *Athletes; Athletic Coaches; *Attendance; *Attitude Change; *Eligibility; Grade Point Average; Higher Education; *High Risk Students; High Schools; Interaction; Parent Participation; Peer Groups; Potential Dropouts; School Counselors; Secondary School Teachers
IDENTIFIERS- *Student Athletes

This practicum was conducted in a large high school for the purpose of improving grade point averages, attendance, and attitudes of student athletes at high risk with respect to eligibility to play sports. The program contained four basic components: (1) orientation; (2) implementation; (3) monitoring; and (4) evaluation. An orientation was offered to the students, parents, administrators, teachers, and guidance counselors. When the program was implemented, student athletes attended study hall sessions 3 days a week (monitored by coaches) and completed daily homework diaries. Guidance counselors provided specific behavioral strategies to enhance study skills; student athletes were paired with high achieving peers; parents were given surveys to identify specific needs and were asked to sign weekly progress reports; and student athletes were given surveys to confirm the effective aspects of the program. Although most of the student athletes did not achieve the expected objectives of the program, attendance, grades, and peer interaction improved. As a result, this program was recommended as part of the athletic criteria for student athletes throughout the county school system. Five appendixes to the report include samples of: a parent survey, a grade and absence record sheet; a weekly progress report, a post-student athlete survey; and grade and absence results. (LL)

ED 335 351 SP 033 263

White, Gladys M.
A Prototype Model for the Recruitment of Minority Teachers.
PUB DATE- Apr 91
NOTE- 62p.; M.S. Practicum Report, Nova University.
LANGUAGE- English

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Construct Validity; *Educational Environment; *Factor Analysis; *Item Response Theory; Profiles; Psychometrics; *Rating Scales; Secondary Education; Secondary School Students; Secondary School Teachers; Student Attitudes; Teacher Attitudes; Test Reliability; *Test Validity
IDENTIFIERS- *Charles F Kettering Ltd School Climate Profile; *Rasch Model

A popular instrument purported to measure psychological dimensions of school climate--the Charles F. Kettering Ltd. School Climate Profile (CFK)--was analyzed psychometrically. Factor analysis was used to examine the construct validity of the CFK scale, Part A, General Climate Factors, which contains 8 subscales each with 5 items (a total of 40 items). A second-order factor analysis was performed on the matrix of correlations and two second-order factors were extracted. A Rasch latent trait analysis was used to determine the extent to which the items identified as loading on the same factor represented a well-defined and interpretable latent variable. Three samples were used: (1) 405 senior high school students; (2) 490 junior high and senior high school students; and (3) 906 teachers, administrators, and junior high and senior high school students. Results of analyses indicate that, in a school climate scale, affective and experiential features of the setting (such as respect, high morale, caring, and trust) should be distinguished from cognitive and managerial components (such as opportunity for input, continuous academic and social growth, cohesiveness, and school renewal). Results of factor analysis suggest that the CFK may be an unstable instrument for measuring a school climate. It may not be possible to develop a single scale appropriate for all members of a school setting; however, it may be possible to develop a scale measuring student perceptions of school climate. Four tables and two figures provide study data. An appendix contains the CFK instrument. A 13-item list of references is included. (SLD)

ED 335 370   TM 016 968

Keith, Jo Ann; MacKenzie, Stella
Certificated Personnel and Related Information--Fall 1990.
PUB DATE- Mar 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Educational Finance; Elementary Secondary Education; Principals; *Public Schools; Public School Teachers; School Districts; School Statistics; State Norms; *State Surveys; Statistical Data; Superintendents; Tables (Data); Teacher Certification; *Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Colorado

Twelve tables present data concerning the salaries and characteristics of school certified personnel in Colorado as of fall 1990. The average salary for Colorado s 32,342 public school teachers was 31,819 in 1990, which represents a slight increase over the 1989 figure (30,758). The number of classroom teachers had increased slightly to 32,342; this

Thirteen tables present data from the analyses. Four appendices provide supplemental data concerning the calculation of rates of return. (SLD)

ED 335 390 TM 017 006

New Mexico Educational Perspective 1989.
PUB DATE- 90
NOTE- 8p.; 8.5 inch by 33 inch fold-out converted to series of seven regular size pages.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Trends; Elementary Secondary Education; *Graphs; School Demography; School Districts; *School Statistics; State Programs; State Surveys; *Statistical Data; Testing Programs
IDENTIFIERS- *Educational Indicators; Fact Sheets; *New Mexico

This fold-out chart provides information about educational achievement in New Mexico for 1988-89. Demographic and educational indicators are summarized for the 88 school districts with over 292,450 students in 633 public schools in the state. The New Mexico Assessment System measures student achievement in language arts, social studies, science, mathematics, and reading in grades 3, 5, and 8. New Mexico students are required to demonstrate competencies with regard to 13 defined goals in the following areas: communication, quantitative, aesthetics, physical health, science, social skills, cultural knowledge, analytical thinking, life skills, technology, environment, personal and interpersonal health, and lifelong learning. Six graphs indicate students achievement in the assessment program and on the New Mexico Direct Writing Assessment and the New Mexico High School Competency Examination. Brief descriptions are provided for educational programs in the following areas: (1) special education; (2) Chapter 1 grant awards; (3) bilingual and multicultural education; (4) other federal assistance programs including Indian education; (5) school transportation; (6) student nutrition; (7) instructional materials; and (8) vocational education. A brief summary is presented of educational initiatives that are being introduced in New Mexico schools, which are designed to serve as models for other schools. (SLD)

ED 335 391 TM 017 007

Brasel, Michael D.; Forrer, Kathleen
The New Mexico Accountability Report 1989-1990.
PUB DATE- Nov 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Advanced Placement Programs; College Applicants; Dropout Rate; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Enrollment; Expenditure per Student; Federal Aid; Federal Programs; Graphs; High School Graduates; *Public Schools; *School Statistics; Scores; State Programs; State Surveys; Statistical Data; Tables (Data); Teacher Salaries; Testing Programs
IDENTIFIERS- *Educational Indicators; *New Mexico

The New Mexico State legislature requires the Department of for the STAR when compared to more normal research conditions. The STAR contains 140 teacher effectiveness and student learning indicators, which are classified into four performance dimensions that are operationalized by 23 teaching and learning components (TLCs). Data were collected during the spring of 1990 using 144 teachers in 30 elementary and secondary schools in southeastern Louisiana school districts. In all, 864 observations were completed (144 teachers x 6 observations). Also, data from STAR assessments (16,524 observations) for 2,754 teachers and 2 random samples of about 100 teachers nested within this group were used. A four-facet (teachers, assessor type, occasion of measurement, and assessment indicators) General Purpose Analysis of Variance System was used. A generalizability coefficient (GC) was computed for each STAR TLC. Descriptive statistics for various STAR TLCs, GCs for components comparing models with two or three observers, GCs collected under research versus certification conditions, and variance component estimates for the TLCs for a statewide certification data file are reported. Assessment demand characteristics under certification conditions can alter the statistical reliabilities of classroom-based teacher assessment systems. These conditions typically skew performance distributions, resulting in decreased statistical reliabilities. The STAR s reliability seems best supported by coefficients established under research conditions with no high stakes certification demands. Nine data tables and a 16-item list of references are included. (RLC)

ED 335 409 TM 017 093

Naik, Nitin S.; And Others
"Expert" Verification of Classroom-Based Indicators of Teaching and Learning Effectiveness for Professional Renewable Certification.
PUB DATE- Apr 91
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Beginning Teachers; Classroom Observation Techniques; College Faculty; *Content Validity; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluators; Learning Strategies; Mail Surveys; *Secondary School Teachers; State Programs; Statistical Data; Supervisors; Teacher Certification; *Teacher Evaluation; Teaching Methods; Testing Programs
IDENTIFIERS- Educational Indicators; Experts; Louisiana; *System for Teaching Learning Assessment Review LA; Teacher Performance Appraisal System; Validation Verification and Testing Techniques

The results are provided of a statewide content verification survey of "expert" educators designed to verify indicators in the 1989-90 System for Teaching and Learning Assessment and Review (STAR) as reasonable expectations for beginning and/or experienced teachers (BETs) in Louisiana and as providing professional endorsement at the fundamental decision making level for renewable professional certification. The STAR contains 140 teacher effectiveness and student learning indicators, which are classified into four performance dimensions that are operationalized by 23 teaching and learning components (TLCs). In March of 1990, approximately 400 teachers (60% of the sample), school administrators (30% of the sample), following topics: (1) the role of state government; (2) curriculum reform; (3) the principal as leader; (4) increasing parent involvement; (5) building commitment among students and teachers; and (6) a view of the school as a place to work. Section 4, "Lessons From Successful Schools," includes two reports on effective restructuring programs at the elementary and secondary levels. Three tables of statistical data and four figures are included. A 16-item bibliography is appended. (FMW)

ED 335 426 UD 028 072

Guidelines for Development of Application. Basic Skills Improvement Programs (ECIA Chapter 1 PL 98-211 and Chapter 212 Laws of 1975 as Amended). Fiscal Year 1989.
PUB DATE- 89
NOTE- 208p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Bilingual Education; *Compensatory Education; Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; Eligibility; English (Second Language); *Guidelines; Limited English Speaking; *Program Design; *Program Implementation; *Special Needs Students; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act (ECIA) (P.L. 98-211 as amended) and New Jersey State Chapter 212 were enacted to provide financial assistance to local educational agencies (LEAs) to expand and improve their educational programs to meet the special needs of educationally deprived children. Each eligible LEA must apply to the state educational agency (SEA) for state and federal funding and must describe its proposed program. These guidelines are intended to assist New Jersey LEAs in designing and implementing basic skills improvement (BSI) programs in compliance with federal and state statutes and regulations. The guidelines are in 11 sections. The first 10 sections correspond to the following parts of the Basic Skills Improvement Program Application for FY 1989: (1) cover page; (2) basic data (ECIA Chapter 1 only); (3) parent-teacher and nonpublic school consultation; (4) program needs assessment for compensatory education and for supplemental ESL and basic skills programs for LEP students; (5) process to determine students in need; (6) program description; (7) count of participants by project, by school; (8) evaluation design; (9) fiscal data; and (10) budget breakdown/description. Each section includes a discussion of program requirements, section summary statements, and instructions. Section XI comprises 12 corresponding appendixes. An application form is also included. (AF)

ED 335 427 UD 028 092

Frye, Barbara A.
Cultural Factors Influencing the Cambodian Refugee School Child: Implications for Health Education.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

as teachers, and what it means to teach. Knowledge resulting from experience and reflection may begin the educational process. Using popular film and television stories provides an opportunity to enhance the study of culture in teacher education. Recognizing what one believes is important, and understanding how those beliefs impinge upon future practice may depend on how teacher education is approached. A cultural approach which combines professional reading with television and film stories can provide a means to discover truths about the self and to provoke reflection. (LL)

ED 335 331 SP 033 220

Ellis, Nancy E.; Kull, Judith A.
A Staff Development Model for Improvement of Teaching: Practice First and Believe It When You See It.
PUB DATE- Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Cognitive Style; Elementary Secondary Education; Feedback; *Inservice Teacher Education; *Instructional Improvement; *Instructional Innovation; *Staff Development; Student Attitudes; *Teacher Attitudes; Teacher Effectiveness

This study was conducted in order to explore patterns of teachers thinking and learning as they learn a new instructional approach. The theoretical framework is based on a model in which teachers: learn and implement a new practice; witness cognitive and attitudinal changes in students learning outcomes; change their own beliefs and attitudes; and incorporate the new practice. Belief follows practice and observation rather than vice versa. The participants in the study were 21 teachers from 15 school administrative units in New Hampshire. Data sources were journal entries, questionnaires, videotapes of all teachers, and observations of nine teachers classroom practice. Data indicated that most teachers reported alternating phases of frustration and increased surges of learning at identifiable stress points. All teachers adopted some routine practices of the innovation. Attributes of teachers attitudes and knowledge changed from the beginning to the end of the institute. However, there was some reversion to an original state by the end of the following academic year. (Author/LL)

ED 335 332 SP 033 221

Osborn, Marilyn; And Others
The Impact of Current Changes in English Primary Schools on Teacher Professionalism.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Legislation; Elementary Education; Foreign Countries; Interviews; *National Programs; *Professional Autonomy; School Policy; Self Concept; *Teacher Attitudes;

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Black Students; Black Teachers; Higher Education; High Schools; *Minority Group Children; *Minority Group Teachers; *Racial Composition; *School Demography; School Districts; *Social Support Groups; *Teacher Recruitment; Urban Schools
IDENTIFIERS- Florida; *Future Teachers of America

The enrollment of minority students is increasing while the pool of minority teachers is decreasing. The model program described in this document was used as a way to increase the number of future minority teachers, particularly blacks, for the classrooms in a large urban school district in Florida. The target group consisted of Florida Future Educators of America (FFEA) students in the district s high schools. Principals were asked to select advisors who would be sensitive to minority students. District-wide activities were planned for parents and students. Issues relevant to minority students were addressed during those activities. The number of FFEA chapters and minority students increased during the implementation of this practicum. During the preceding year, there were 2 FFEA chapters with a total of 48 students, of whom 43 were black. The number of chapters was increased to 11 which includes all of the district s high schools. The number of black students increased to 126. The total number of student participants increased to 263. It is concluded that if emphasis is placed on minority students and their needs, they can be encouraged to participate in future educator clubs. The exposure to teaching that the students receive by being FFEA students may lead to more minority teachers in the district s classrooms. (Author/LL)

ED 335 352 SP 033 264

Chauvin, Sheila W.; Ellett, Chad D.
Replacing Lifetime Certification with a Renewable Credential: A Survey of Louisiana Educators Perceptions of the Louisiana Teaching Internship and Statewide Teacher Evaluation Programs.
PUB DATE- Apr 91
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; *Internship Programs; Student Development; Surveys; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship; Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Certificate Renewal; Lifetime Employment; *Louisiana State Assessment Program

This paper reports results of a follow-up, second-year survey conducted in an effort to gain a greater understanding of the perceptions and level of acceptance of informed educators regarding the Louisiana Teaching Internship Program (LTIP) and the Louisiana Teacher Evaluation Program (LTEP) prior to statewide implementation. These are new and innovative programs related to teacher assessment for renewable teaching certification. Assessments are completed using an instrument called the System for Teaching and Learning Assessment and Review (STAR) which is classroom-based and focuses on the teacher, the students, and students learning during the observation and assesment process. A total of 920 (76.7 percent) useable questionnaires were available for review and represents a 1.2% increase since 1989, while the student membership increased 2.0% for that same period. Females represented 69.8% of the total number of teachers, 34.6% of the total number of principals, and 4.6% of the total number of superintendents. Members of minority groups represented 9.2% of the total number of teachers. Sixty-three percent of all classroom teachers were 40 years of age or older. Lists of school districts, definitions used in the tables, and data sources are included. One bar graph is provided. (SLD)

ED 335 371 TM 016 969

Keith, Jo Ann; MacKenzie, Stella
Pupil Membership and Related Information--Fall 1990.
PUB DATE- Mar 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; High School Graduates; *Institutional Characteristics; *Public Schools; School Districts; *School District Size; School Statistics; State Surveys; Statistical Data; *Tables (Data); *Teacher Student Ratio; Trend Analysis
IDENTIFIERS- *Colorado

Seven tables and two bar graphs present data concerning pupil membership in Colorado public school districts as of fall 1990. The tables include: state trends in pupil membership from fall 1986 through fall 1990; summary of selected school district data (number of schools, staff, students, pupil/teacher ratios, and dropout rate); fall membership by school district and grade; fall membership by school district and ethnic/racial group; 1990 graduates by school district, ethnic/racial group, and sex; graduation and completer rates by setting; and state trends in public high school graduates (1978-1990). The membership of 574,213 students represented an increase of 11,458 from the preceding year, the largest increase in pupil membership since 1971. The greatest increase in pupil membership was found in kindergarten through grade 6. Minority groups made up 24.7% of the total student population. The pupil/teacher ratio was 17.8 to 1. When special education and special subject teachers were excluded, the pupil/teacher ratio became 23.6 to 1. The Denver metropolitan area included 53.6% of the state s total pupil membership. (SLD)

ED 335 372 TM 016 970

Croft, Cedric, Ed.
Conference on National Monitoring in Education, Proceedings (Wellington, New Zealand, September 1990).
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- Sep 90
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conference Papers; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Government Role; *National Programs; Needs Assessment; Public Policy
IDENTIFIERS- Australia; *Monitoring; *New Zealand

The debate about national assessment in education is in its

Education to publish this report card concerning several educational indicators. The indicators included are: (1) enrollment statistics; (2) Advanced Placement Program enrollment statistics; (3) New Mexico Scholars Program statistics; (4) percentage of the graduating class applying to college; (5) percentage of students in federally-funded programs; and (6) percentage of school budget expended on federal programs. In addition, tabulated and graphed data are provided for the past 3 years for: (1) total expenditures per student; (2) total administrative expenditures per student; (3) average teacher salary; (4) state mandated and college entrance test scores; (5) dropout rate; and (6) percentage of 12th graders who graduate. The accountability report indicates that there have been gains in all areas of New Mexico public education, including increased enrollment, decreased dropout rate, and improved performance on state-mandated examinations (the Comprehensive Test of Basic Skills in grades 3, 5, and 8; and the New Mexico High School Competency Examination). Twenty tables and 12 figures illustrate trends in enrollment, finances, and achievement. A 26-item list of references is included. (SLD)

ED 335 392 TM 017 008

New Mexico Facts about Education 1985/1990.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Public Schools; School Demography; School Districts; *School Statistics; State Surveys; *Statistical Data; Tables (Data)
IDENTIFIERS- Educational Indicators; Fact Sheets; *New Mexico

This fact sheet contains data about education in New Mexico during the 1984-85 and 1989-90 school years. Information is summarized for the 88 public school districts with some data for private schools in the state. Public school enrollment, which was 262,359 in 1984-85, had risen to 284,737 in 1989-90, but there was a decline from 15,622 to 14,853 in the number of 12th graders graduating and an increase in the dropout rate from 7.0% in 1984-85 to 9.9% in 1989-90. Tables present data for the following categories: (1) school districts; (2) membership; (3) graduation; (4) personnel; (5) teachers; (6) public school revenues; (7) net operational expenditures per pupil; (8) student demographics; (9) special education; (10) school transportation; (11) student nutrition; (12) national percentile scores; and (13) high school testing results. (SLD)

ED 335 393 TM 017 009

Lai, Morris K.
Field-Based Concerns about Fourth-Generation Evaluation Theory.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Field Studies; *Naturalistic Observation; *Research

and instructional supervisors and college faculty (10% of the sample) who had expert understanding of STAR assessment indicators, were mailed a survey designed to explore five key areas of concern with each indicator and to collect demographic information. A total of 336 usable surveys were returned (a return rate of 84%). Descriptive statistical summaries were computed for demographic variables and for each item for the total sample, administrator and teacher groups, and elementary and secondary school teacher groups. The percentages of each category requesting the extent to which BETs were prepared to successfully demonstrate the various TLCs and whether the components should be required for initial and renewable certification were computed. The results show strong teacher endorsement/affirmation of STAR content and strongly support most of the indicators as reasonable performance expectations for BETs and as important to student learning enhancement. Three appendixes are included. Appendix A provides extensive statistics from the demographic portion of the survey. Appendix B outlines the organizational structure of the 1989 STAR. Appendix C provides the directions for the Louisiana STAR Content Verification Study. (RLC)

ED 335 410 TM 017 099

Chauvin, Sheila W.; And Others
Development and Validation of a Comprehensive Assessment System for Teaching and Learning.
PUB DATE- Apr 91
NOTE- 92p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991). For related papers, see TM 017 059 and TM 017 062.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Classroom Observation Techniques; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Learning Strategies; *Material Development; Secondary School Teachers; *State Programs; Teacher Attitudes; Teacher Certification; *Teacher Evaluation; Teaching Methods; *Validity
IDENTIFIERS- *System for Teaching Learning Assessment Review; Teacher Performance Appraisal System; Validation Verification and Testing Techniques

This paper summarizes major research and development activities and reports the results of the development and validation of a comprehensive on-the-job statewide teacher assessment system designed to make inferences about enhancing student learning through classroom observation data--the System for Teaching and Learning Assessment and Review (STAR). The STAR was developed in response to legislative mandates in Louisiana; it is used to train principals, master teachers, supervisors, college faculty, and other educators to complete thorough assessments of beginning and experienced teachers classroom performances for the purpose of renewable professional certification. Beginning in the 1988-89 school year and continuing through the 1989-90 fiscal year, work focused on the development, validation, and piloting of the STAR. The STAR represents a comprehensive dichotomous decision-making framework designed to assess key elements of effective teaching and learning. It consists of 117 assessment indicators that operationalize 22 teaching and learning components organized by four performance dimensions. The following analyses were conducted to establish

DESCRIPTORS- *Adolescent Development; Asian Americans; At Risk Persons; *Cambodians; *Cultural Influences; Culture Conflict; Elementary Secondary Education; Foreign Culture; *Health Education; Intercultural Communication; Parent Child Relationship; Refugees; *Sociocultural Patterns
IDENTIFIERS- Cambodian Culture

Of all of the Southeast Asian populations, Cambodian refugees are at the highest risk for physical and psychosocial problems. In order to treat them, it is necessary to have a basic understanding of Khmer culture. This paper describes the Khmer value of equilibrium as it affects such things as home remedies, for children s illnesses, managing stress, child-rearing, and the mother s role in her children s lives, and as it conflicts with the children s experience of American values. Disequilibrium is managed through active family intervention in some of the following ways: (1) the use of home remedies (sometimes misconstrued by Americans as child abuse); (2) the encouragement of laughter, prayer, and meditation to suppress bad feelings and cure depression (as opposed to the American way of urging the child to express feeling); (3) the avoidance of certain foods or the preparation of "balancing" foods when sick or emotionally distressed; and (4) a non-confrontational approach to adolescent problems, for which American culture is blamed. Acknowledging and building on these cultural manifestations of equilibrium can be an entry point for the school nurse or health educator into the bicultural world of the Cambodian refugee child. Sixteen references are included. (CJS)

ED 335 428 UD 028 094

Ihle, Elizabeth L.
Black Women in White Institutions: A Study of Ten Narratives.
PUB DATE- 7 Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Autobiographies; Black History; *Blacks; Educational Discrimination; Educational History; *Females; *Higher Education

This paper is based on 10 firsthand accounts of black women who graduated from historically white institutions. Four of the narratives came from autobiographies, those of educators Fanny Jackson and Lena Beatrice Morton, social activist Mary Church Terrell, and political activist and author Angela Davis. Three of the other accounts were taken from memoirs written for institutional histories, two were elicited by the author, and one appeared in a journal. The narratives vary in the following ways: (1) they span over a century, from the 1860s to the 1970s; (2) one was written while the author was still in college, the others at least a decade after graduating; (3) all but three women came from lower-middle-class to middle-class families; and (4) the nine institutions represented cover a wide range of geographical areas. Despite the differences in the narratives, common themes recur: (1) the importance of economic considerations in choosing a school, including availability of good scholarships and proximity to home; (2) the importance of color, much more than gender, in shaping these women s college experiences; (3) the initial hostility or skepticism from professors and the need to prove themselves

Teacher Morale
IDENTIFIERS- England; *National Curriculum; *Primary Schools (United Kingdom)

A study was conducted in England in 1990 to determine the impact of the 1988 Education Act, which requires all primary school teachers of the 5-16 age group to pursue a common and detailed national curriculum in each subject. This legislation mirrors the trend within educational systems towards centrally determined goals with local responsibility for achieving them. The act also challenges an entrenched element of English teachers ideology--that of professional autonomy. The Primary Assessment Curriculum and Experience (PACE) project conducted interviews with 88 teachers and 48 head teachers in 8 local education authorities across the country. These teachers will be interviewed again 2 years later. The research is concerned with feelings about teachers autonomy as well as how perspectives have changed since the implementation of the act. The findings suggest that most teachers have had to change their teaching approach, classroom practices, and professional role perceptions, resulting in pressures of time, intensification of workload, and a loss of satisfaction in the child-centered aspects of the job. There is also evidence of a loss of autonomy but no indication of an erosion of teachers professional self-image. Those who remain in the profession are likely in time to internalize the changes, adapt them, and make them their own. (LL)

ED 335 333 SP 033 222

Bartell, Carol A.; Wagner, Laura A.
Teacher Induction as a State Reform Issue.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Educational Assessment; Educational Certificates; Educational Change; Educational Finance; *Educational Policy; Elementary Secondary Education; Higher Education; *Social Support Groups; Staff Development; State Departments of Education; State Legislation; *Teacher Improvement; Teaching Models
IDENTIFIERS- California; *California New Teacher Project; *Policy Implementation

States have enacted a variety of far-reaching educational reforms in recent years which have focused on a mix of standards for improved programs and greater accountability for both students and teachers. In California, teacher professionalism reforms, including induction reform, have been introduced. Research, now in its third and final year, has yielded a good deal of information with respect to new teacher assessment and support issues and has recognized the complexity of teaching as well as a variety of appropriate approaches to prepare teachers better to meet classroom responsibilities. Some initial policy directions have already been established by the California New Teacher Project: general agreement that new teachers need support; when given the opportunity to develop unique approaches to new teacher support, most plans employ remarkably similar delivery models; new teacher support makes a difference in inner city and urban settings; the learning that occurs is reciprocal; universities can play an important role; and resources of both time and money are required. In the third and analysis. Results overall appear to determine that educators endorse the notion of assessing on-the-job teaching performance for both the purpose of providing support and staff development to the beginning teacher and a means of granting and renewing statewide teaching certification. However, when compared to results of an initial survey, support does not seem to be quite so strong for the LTEP. It seems that there is greater concern and resistance to the notion of renewable certification for experienced teachers, especially among those who currently hold a lifetime certificate. (LL)

ED 335 353 SP 033 266

Askling, Berit
Structural and Organizational Contexts of the Teaching Profession.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Decentralization; Educational History; Elementary Secondary Education; Foreign Countries; Governance; Group Behavior; *Institutional Autonomy; Organizational Change; *Personal Autonomy; Power Structure; *Professional Autonomy; *School District Autonomy; Self Determination; Teacher Education; *Teaching (Occupation)
IDENTIFIERS- Professionalism; Sweden

A conceptual framework is presented for discussing teacher autonomy in a historical perspective against the background of a profound decentralization in the Swedish educational system introduced in the early 1980s. The way teachers use a broadened space of action cannot be fully understood unless a distinction is made between private and collective autonomy. The question of where the exertion of influence stems from has to be followed by two additional questions when the autonomy of teachers, either private or collective, is discussed: In what way and by whom has influence been exerted? and Is it exerted today? When these dimensions are taken into account, Swedish decentralization seems to imply a strong appeal to the professionalism of teachers--if teachers use their collective autonomy. Opportunities to form a strong professionalism have not been considered a challenge, either for the teachers themselves or for teacher education. The traditional definition of teacher autonomy in terms of a private autonomy is still dominating. (LL)

ED 335 354 SP 033 267

O Donnell, James
The Track-System: Its Socializing Impact on Student Teachers.
PUB DATE- Apr 91
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Cooperating Teachers; *Early Experience; Higher Education; Interviews; Oral History; Phenomenology; Preservice Teacher Education; Secondary Education; *Socialization; *Student Teachers; Teaching Experience; *Track System (Education)

infancy in New Zealand. It is recognized that the requirements of assessment for national monitoring may conflict with assessment of a formative nature within the schools because of differing requirements for the numbers of students assessed, the type of assessment advisable, and the resources to be devoted to the task. The publication of "Tomorrow s Standards" in July 1990 provided the impetus for a conference on national monitoring that would include the views of the two major political parties. The following conference papers are provided: (1) "Introduction" (C. Croft); (2) "Overview of National Monitoring in Education" (T. Crooks); (3) "Government s Response to Tomorrow s Standards: Policies and Initiatives" (P. Goff); (4) "Symposium on Minister s Proposals" (C. Parker and others); (5) "Perspectives on National Monitoring" (D. Greig); (6) "National Monitoring in a Treaty of Waitangi Framework" (K. Mataira); (7) "The Opposition s Response to Tomorrow s Standards: Policies and Initiatives" (L. Smith); (8) "Symposium on Opposition Spokesperson s Proposals" (S. Hearn and others); (9) "Australian Developments in National Monitoring" (G. Masters); and (10) "Concluding Remarks" (I. D. Livingstone). The names of conference contributors and participants are listed, and the conference agenda is included. (SLD)

ED 335 373 TM 016 971

Zellermayer, Michal
How Teachers Restructured Their Professional Knowledge: A Triangulated Analysis.
PUB DATE- Feb 91
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Educational Change; Elementary School Teachers; *Evaluation Methods; Foreign Countries; Inservice Teacher Education; *Professional Development; Secondary School Teachers; *Teacher Attitudes; Teacher Workshops; Writing Instruction; *Writing Teachers
IDENTIFIERS- *Israel; *Structure of Knowledge; Subject Content Knowledge; Triangulation

How teachers restructured their professional knowledge (PK) was studied using data from a Tel Aviv (Israel) University workshop for experienced writing teachers that was designed to change their professional orientation from technical rationality to reflection in action. Workshop participants included 18 teachers with 10 to 35 years of teaching experience. Four learning events (LEs) were identified in the data: (1) students and teachers awareness of the writing process; (2) the ownership of school-based learning; (3) the subjectivity of objective evaluation of students writing; and (4) the teachers change experience. The significance of these LEs for teachers change was validated using reports from the teachers and two observers. To analyze the LEs, a method was devised for looking at excerpts of the group discussions from the viewpoints of: content; structure; and logic. This triangulated method of analysis focused on clarifying interrelated aspects of the complex notion of restructuring PK and of reflection in teacher training, determining their actual contribution to the growth of teachers. Participants learned to interact in a manner that was relevant to how they taught. By challenging others viewpoints, participants initiated their own moves toward the

Methodology; *Theory Practice Relationship
IDENTIFIERS- *Fourth Generation Evaluation Theory

Some aspects of fourth generation evaluation procedures that have been advocated by E. G. Guba and Y. S. Lincoln were examined empirically, with emphasis on areas where there have been discrepancies between theory and field-based experience. In fourth generation evaluation, the product of an evaluation is not a set of conclusions, recommendations, or value judgments, but rather an agenda for negotiation of claims, concerns, and issues. This approach is distinguished from the earlier three generations of evaluation which dealt with measurement, description, and judgment respectively. Approximately 10 evaluations of educational programs conducted each year by the Curriculum Research and Development Group of the University of Hawaii College of Education over the past 15 years provided data for this analysis. An example involving the evaluation of federally-funded projects is provided. The data highlight dilemmas in the attempt to provide fourth generation evaluation, beginning with the expressed desires of stakeholders for the sort of information earlier generations of evaluation provided. An internal inconsistency appears to exist in the views of Guba and Lincoln about the impossibility of generalizing from one situation to another, even as they generalize about scientific theory. Guba and Lincoln have offered a theoretical model that promises to enhance evaluation if it can be applied in the real world, although the benefits of earlier models cannot be denied. (SLD)

ED 335 394 TM 017 010

Lai, Morris K.; Saka, Thomas
A Post-Hoc Procedure That Can Be Better than Random Assignment to Treatment.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Control Groups; *Experimental Groups; *Followup Studies; Grade 3; *Kindergarten Children; Primary Education; *Research Methodology; *Sampling
IDENTIFIERS- Hawaii; Missouri Kindergarten Inventory Develop Skills; Peabody Picture Vocabulary Test (Revised); *Post Hoc Methods; Randomization; Stanford Achievement Tests

An analytical procedure that uses fall kindergarten assessment data to retroactively create equivalent comparison groups for longitudinal research and evaluation studies was designed and tested, and then analytically and empirically compared with random assignment to treatment. Students entering kindergarten in Hawaii are administered the Peabody Picture Vocabulary Test (Revised) and the Missouri Kindergarten Inventory of Developmental Skills. In 1990, 8,909 matched pairs of students (i.e., students with 1986 fall kindergarten data and 1990 third-grade data) with data on these tests and on the Stanford Achievement Test in grade 3 were identified, and retroactive equivalent groups were created to compare a group who had received some sort of specific treatment with equivalents. Given the distribution of pretreatment scores for the treatment group, along with socioeconomic data and ethnic distribution, an equivalent distribution was created by filling the slots with appropriate individuals, also choosing the schools so as to ensure equivalence in distribution of school attrition the STAR s reliability and validity: validation studies; review of the research literature; content verification surveys; factor analyses; descriptive summaries of assessment data; external review; criterion-related validity studies; concurrent validity studies; reliability studies; standard-setting studies; external committee review; and qualitative studies. Data show that the STAR validly and reliably assesses effective teaching and makes inferences about student learning in a wide variety of classroom contexts. Nineteen data tables and a 46-item list of references are included. An appendix provides further details on the STAR, supplemented by 19 tables. (RLC)

ED 335 411 TM 017 100

Bobbitt, Sharon A.; And Others
Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89. E.D. Tabs.
PUB DATE- Jun 91
NOTE- 60p.; Data Series: DR-SAS-88/89-1.0.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; Followup Studies; Mail Surveys; *National Surveys; Private Schools; *Public School Teachers; *Secondary School Teachers; *Statistical Data; Tables (Data); *Teacher Characteristics; Teacher Persistence; Teacher Transfer
IDENTIFIERS- *Teacher Followup Survey (NCES)

Eighteen tables on characteristics of movers, leavers, and stayers present data from the 1988-89 Teacher Followup Survey (TFS), a follow-up of a sample of public school (PUBS) and private school (PVTS) teachers who responded to the Teacher Survey component of the 1987-88 Schools and Staffing Survey of the National Center for Education Statistics. The report includes data on characteristics of teachers who left the teaching profession between school years 1987-88 and 1988-89 (leavers), teachers who changed schools during that period (movers), and teachers who stayed in the same school (stayers). The tables include estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons of former teachers current occupations with the teaching profession. National estimates are provided for all data. The TFS was a mail survey, which included one questionnaire each for current teachers and former teachers. The attrition rate from the teaching profession between 1987-88 and 1988-89 was 5.6% in PUBSs and 12.7% in PVTSs. The rate at which PUBS teachers of general education left the profession varied little by field. Teacher attrition varied by teacher s age. The attrition rates for PUBS teachers in 3 age groups were: 9% for those younger than 30 years old, 2.3% for those between 40 and 49 years old, and 9.8% for those 50 years old and over. Almost all PUBS movers (92.6%) transferred to other PUBSs, while only half of the PVTS movers (48%) transferred to other PVTSs. About 18% of PUBS leavers and 12% of PVTS leavers expect to return to elementary school or secondary school teaching in the 1989-90 school year. Technical notes are provided. The two TFS questionnaires are appended. (RLC)

ED 335 412 TM 017 102

Kontiainen, Seppo; And Others
Use of Conceptual Models in Case Studies: Dynamic Concept

academically; (4) the importance of social support systems such as sororities in determining their satisfaction with their college experience; and (5) participation of some of the women in protests against social injustice. Eleven references are included. (CJS)

ED 335 429 UD 028 139

The Effects of School Reform on Black and Latino Students in Los Angeles County. Report on a Public Hearing by the Los Angeles County Commission on Human Relations.
PUB DATE- Jun 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; Bilingual Education; *Black Students; Dropouts; *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; English (Second Language); Equal Education; Hearings; *High Risk Students; Immigrants; *Outcomes of Education; Student Needs
IDENTIFIERS- *Latinos; Los Angeles Unified School District CA

This publication reports on a hearing concerning the relationship between educational reform and the educational problems of Black and Latino students in Los Angeles County. Findings include the following: (1) while over 70 percent of students countywide are minority group members, fewer than 30 percent of teachers are from these groups; (2) most poor students and students of color lack access to resources that are believed to make a difference in learning; (3) with rare exceptions, students placed in low-ability groups continue in these groups and drop out at alarming rates; (4) school reform has emphasized college preparation at the expense of students who pursue occupational training, enter military service, or immediately seek jobs; (5) the need to teach English to students while simultaneously keeping them on an academic par with their age group has increased dramatically with recent immigration; (6) the few model classrooms and schools in communities of color are mostly experimental and benefit a very limited number of students; and (7) despite school reform efforts, Black and Latino students continue to achieve at lower levels than their White counterparts. Eight recommendations to local school districts are presented. Appendixes include a list of presenters and Los Angeles Unified School District Core Team tenets and recommendations. (AF)

ED 335 430 UD 028 164

Waxman, Laura DeKoven; Reyes, Lilia M.
A Status Report on Hunger and Homelessness in America s Cities: 1990. A 30-City Survey.
PUB DATE- Dec 90
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; Economic Factors; *Emergency Programs; *Homeless People; Housing Needs; *Hunger; National Surveys; Poverty; Questionnaires; *Urban Areas; Urban Demography; *Urban Problems; *Welfare Services
IDENTIFIERS- Recession; Shelters

To assess the status of hunger and homelessness in urban America final year of research, there is a great deal more knowledge about new teacher assessment and support issues, but more uncertainty regarding the political will and capacity for change. (LL)

ED 335 334 SP 033 223

Schonfeld, Irvin Sam
A Longitudinal Study of Occupational Stress in First-Year Teachers.
PUB DATE- 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991) and at the Annual Meeting of the American Psychological Society (Washington, DC, June 14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Depression (Psychology); *Educational Environment; Elementary Secondary Education; Females; Institutional Characteristics; Longitudinal Studies; Mental Health; *Quality of Working Life; *Stress Variables; Symptoms (Individual Disorders); Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- New York (New York)

This study was conducted to examine the link between occupational conditions and depressive symptoms in newly appointed teachers. Emphasis was placed on the variability among schools to which teachers were assigned. Subjects were recruited during the spring semesters of 1987-89 as final senior year seminars were being completed at teacher-training institutions in New York City. The sample consists of a highly representative group of 255 newly appointed female teachers who were to begin teaching in the fall following recruitment. Questionnaires were designed to supply information on depressive symptoms as well as nonoccupational stresses. Contact was made during the summer prior to entering the work force, once during the fall, and once during the spring. Findings suggest that teachers in the most difficult schools showed an increase in depressive symptoms and that the relationship between working conditions and depressive symptoms is strong. Teachers in the most adverse school environments exhibited the most depressive symptoms although there were no preemployment differences in the summer questionnaire. A conclusion is that adverse school conditions may have detrimental effects on mental health and that more benign work environments may be related to better mental health. (LL)

ED 335 335 SP 033 226

Hoffman, Chris; And Others
Attitudes of Teachers Concerning Year-Round School Programs.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Extended School Year; *Flexible Scheduling; *Negative Attitudes; Rural Schools; School Demography; Surveys; *Teacher Attitudes
IDENTIFIERS- North Carolina; *Year Round Programs

This study was conducted to investigate teacher attitudes with

IDENTIFIERS- *Reflective Thinking

The purpose of the study described in this paper was to explore the experience of student teachers working in a track-system and the meaning drawn from that experience. In order to gain access to this meaning, the method of in-depth, phenomenological interviewing was utilized. This research model is based on a format that one makes meaning of his or her experience after reflecting on the constitutive details of that experience. Three tape-recorded, 90-minute interviews spaced 3-7 days apart were conducted. The interviews focused on the participant s biography, the present experience of student teaching, and the meaning of the student teaching experience. The interviewees consisted of 31 student teachers, 15 male and 16 female, most of whom were in upper tracks in their own schooling. Excerpts from interviews are included, and findings suggest that student teachers react to the track-system in various ways. For some, tracking represents a logical grouping; some find the system to be an annoyance that has to be tolerated; and some are opposed and begin to work against the effects on students in the classrooms. Remarks in the conclusions section suggest that it is necessary for preservice teacher education students to understand their own history with tracking and that teacher educators need to find methods to lessen the impact of tracking on student teachers. (LL)

ED 335 355 SP 033 269

McMullen, David W.
Drills vs. Games--Any Differences? A Pilot Study.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; *Computer Games; *Drills (Practice); Grade 6; *Instructional Effectiveness; Intermediate Grades; Retention (Psychology); Science Instruction; *Student Attitudes; Teaching Methods

This study investigated the effect of informational, drill, and game format computer-assisted instruction (CAI) on the achievement, retention, and attitude toward instruction of sixth-grade science students (N=37). An informational CAI lesson on Halley s Comet was administered to three randomly selected groups of sixth-grade students. A CAI drill about the content of the informational lesson was given to one group, and a CAI game was given to another group; only the informational lesson was presented to the third group. No significant differences were found between the groups on a posttest measuring achievement given immediately after the instruction or on a retention posttest given one month later. Students in the group receiving the CAI game did differ significantly from the other groups in their attitude about how much they had learned from the lesson. (IAH)

ED 335 356 SP 033 291

Harnett, Anne Marie
Preparation of Middle School Teachers. ERIC Digest 90-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English

reframing of the discussion and the restructuring of their own prior beliefs. Two figures, 8 tables, and a 42-item list of references are included. Four appendices provide samples of workshop discussions for the four LEs. (SLD)

ED 335 374 TM 016 976

Werner, Eric
Component vs. Composite Grading: Outcome Quality and Passing Rate as Functions of Number of Tests, Test Correlation, and Reliability.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accrediting Agencies; Agency Role; Certification; Comparative Analysis; Computer Simulation; *Correlation; *Licensing Examinations (Professions); *Pass Fail Grading; Quality Control; *Scores; Scoring; Test Content; *Test Reliability; Test Use
IDENTIFIERS- *Composite Scores; *Multiple Cutoff Scores

Credentialing agencies that use multi-test examinations (MTEs) should be concerned with the quality of pass/fail outcomes as well as with the proportion of candidates passing. This study addressed three questions: (1) the effects on passing rate of MTE reliability, number of tests comprising a MTE, and correlations between pairs of component tests; (2) the effects on outcome quality of test reliability and correlations between pairs of component tests; and (3) how component (multiple-cutoff) and composite (compensatory) grading differ in terms of outcome quality when evaluated against the same standard. Using three independent variables (the number of tests comprising a MTE, the tests reliabilities, and their true-score correlations) that define 18 conditions, large-sample data sets (1,000 scores) were computer-generated and analyzed under classical true-error conditions. Results show that: chances of candidate success on component-graded MTEs varied dramatically with the technical characteristics of the MTE; for component-graded and composite-graded MTEs, the quality of pass/fail outcomes varied significantly according to test characteristics; and the two grading strategies produced different distributions of candidates across outcome-quality categories. Implications for licensing MTE construction are discussed. Four tables present study data. An attachment illustrates the formula for controlling correlations among the distributions. (SLD)

ED 335 375 TM 016 980

Williams, Valerie S. L.; Wakeford, Mary E.
The Predictive Validity of the NTE for Performance in Teacher Education Programs and on the Certification Examination.
PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Research Triangle Park, NC, March 29-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

rates. The net result was two groups with equivalent distributions. Had the design relied on random assignment to treatment, there would have been non-trivial probabilities that the groups would differ substantively on one or more of the variables. The method appeared feasible for conducting reality-based research when data allow for selection of a comparison group retroactively. Three tables present study data. (SLD)

ED 335 395 TM 017 014

Facts & Figures about Education in Alaska, 1990.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Public Schools; School Districts; *School Statistics; *Statistical Data; Tables (Data)
IDENTIFIERS- *Alaska; Fact Sheets

Selected facts and figures are provided about education in Alaska in 32 pages of brief tables. Information is provided concerning the 54 public school districts in Alaska where the average daily membership in 1989-90 reached 104,035 students. In most instances, data are presented for a span of years from the 1970 s. Selected topics include: teacher certification; numbers of teachers; teacher salaries; the student-teacher ratio; graduates; graduates post-school plans; achievement test scores; special programs, including statistics on costs and student numbers; bilingual/bicultural students; boarding home program costs; computers in schools; food programs; gifted and talented students; handicapped students; and migrant education students. Addresses of individual districts and superintendents are listed, as are the telephone numbers for the different offices of the Alaska State Department of Education. (SLD)

ED 335 396 TM 017 030

Teaching. ETS Policy Notes, Volume 3, Number 2. Spring 1991.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Beginning Teachers; Elementary School Teachers; *Employment Patterns; Higher Education; Licensing Examinations (Professions); *Minority Group Teachers; *Professional Development; Secondary School Teachers; Teacher Certification; Teacher Education; Teacher Evaluation; Teacher Qualifications; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *National Teacher Examinations

This issue reviews recent studies conducted by the Educational Testing Service (ETS). Three sections are included. The first section--"Enough Good Teachers?"--examines teacher availability and concludes that there currently is an undeniable shortage of minority teachers. However, there are some encouraging signs of renewed interest in teaching among college students, and there is evidence of improvement in the quality of teachers. The second section--"Characteristics of Minority NTE Test Takers"--reviews the background and achievements of minority group members (chiefly Black and Hispanic teacher candidates) who take the National Teacher Examinations (NTE) tests. A study of successful and unsuccessful candidates found that strong academic preparation and support programs are essential for

Analysis. Research Bulletin 78.
PUB DATE- 91
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Learning; *Case Studies; Decision Making; Foreign Countries; Higher Education; *Models; Moral Values; *Research Methodology; Research Reports; Unemployment; Value Judgment
IDENTIFIERS- *Conceptual Models; *Dynamic Concept Analysis

Dynamic Concept Analysis (DCA) is introduced as a means of building conceptual models in case studies and using information of concept relations in developing general and individual models to depict a particular phenomenon. DCA enables holistic studies of complex phenomena and analyzes the relationships between concepts to express these relations as an information structure. DCA is applied in the following studies: (1) "Dynamic Concept Analysis (DCA): Integrating Information in Conceptual Models" by S. Kontiainen uses DCA to analyze different phenomena by building "information structures" and "conceptual models"; (2) "Individual Models of Adult Learning" by S. Kontiainen uses DCA to analyze adult learning processes; (3) "Institutional Models of Higher Education" by S. Kontiainen and M. Tight uses DCA in a study of British institutions of higher education and defines five ideal-typical institutional types; (4) "Individual Models of Moral Judgement" by S. Kontiainen and K. Helkama looks at Kohlberg s stages of moral reasoning in terms of DCA; (5) "Understanding Different Outcomes in Decision Making" by S. Kontiainen and others uses DCA in studies of different outcomes in decision-making processes, focusing on how conceptual analyses and models are useful when trying to understand a particular decision; and (6) "Transforming a General Model into Individual Models: Individual Models of Affective Experience of Unemployment" by S. Kontiainen and J. Manninen uses DCA to transform a general model of experience of unemployment into individual models; and (7) "Supervision of Teaching Practice in Adult Education: Student s and Supervisor s Perceptions of Supervision" by S. Kontiainen and J. Hobrough gives an example of the use of DCA and conceptual models in analyzing supervision in teaching practice. (RLC)

ED 335 413 TM 017 103

Sandlin, Ruth; Riggs, Iris
An Examination of Fifty States Policies and Practices of Innovative, Pilot, or Experimental Programs in Teacher Education.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alternative Teacher Certification; *Educational Policy; Elementary Secondary Education; *Experimental Programs; Higher Education; *Pilot Projects; *State Agencies; State Legislation; State Programs; State Surveys; *Teacher Education Programs

The purpose of this study was to determine which states have experimental, pilot, or innovative program (EPOIP) clauses in their state licensure documents and how many of the existing during 1990, the U.S. Conference of Mayors surveyed the 30 major cities whose mayors are members of its Task Force on Hunger and Homelessness. This report summarizes survey findings. The survey sought information from each city on the following questions: (1) the demand for emergency food assistance and emergency shelter and the capacity of local agencies to meet that demand; (2) the causes of hunger and homelessness and the demographics of the populations experiencing these problems; (3) public attitudes toward homeless people; (4) the status of the recession in cities and its impact on hunger and homelessness; and (5) the outlook for 1991. To respond to the survey instrument, city officials collected and compiled information from a wide range of public and private agencies knowledgeable about the problems of hunger and homelessness in their communities. The data were collected from the cities for the period of November 1, 1989, to October 31, 1990, and were supplemented with data available from the Bureau of the Census and the Bureau of Labor Statistics. Statistical data are presented in five tables and one graph. A copy of the information questionnaire and a list of Task Force members are appended. (AF)

ED 335 431 UD 028 167

Disadvantaged Urban Eighth Graders: Where They Are and How They Do.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Economically Disadvantaged; Family Characteristics; *Grade 8; High Risk Students; Hispanic Americans; Junior High Schools; Longitudinal Studies; *Racial Differences; *Student Characteristics; *Urban Schools; White Students
IDENTIFIERS- African Americans; *National Education Longitudinal Study 1988

This report describes disadvantaged urban eighth-grade students. All statistical data were drawn from the student, parent, and school files of the base year of the National Education Longitudinal Study of 1988 (NELS:88). The following findings are summarized: (1) rural schools contain the greatest proportion of disadvantaged eighth-graders, but urban schools contain the highest concentration of such students; (2) one-third of poor urban students live only with their mothers; (3) 43 percent of the parents of urban disadvantaged students have not completed high school; (4) African Americans and Hispanic Americans together constitute 68 percent of urban disadvantaged students compared to non-Hispanic Whites, who make up only 23 percent of such students; (5) 28 percent of poor urban students come from homes in which English is not the dominant language or is not spoken at all; (6) 93 percent of urban disadvantaged students attend public schools, compared to 56 percent of urban students in the top socioeconomic quartile; and (7) 80 percent of urban disadvantaged students scored in the bottom half of standardized tests for reading and mathematics. Statistical data are presented in 8 tables, 10 graphs, and 1 map. A glossary is included. A seven-item annotated bibliography is appended. (FMW)

ED 335 432 UD 028 169

respect to changing to a year-round school program. The hypothesis was that a majority of teachers would be opposed to changing the traditional 180 day schedule to a year-round schedule. The population in this study consisted of all the classroom teachers in a rural county of North Carolina. A cluster sampling of 128 teachers was employed due to the time frame constraints of the study. The research design used was the descriptive survey consisting of questions on demographic data (sex, years of teaching experience, and grade level taught) and four questions to gauge attitudes towards changing to a year-round schedule. Statistics compared each of the attitude survey questions with demographic data. The findings were that a majority of respondents were opposed to changing the schedule. More extensive study of teacher attitudes in this area is needed. The effects of teacher attitude on year-round schooling should not be underestimated. (Author/LL)

ED 335 336 SP 033 227

Bennett, Christine; Spalding, Elizabeth
A Study of Teaching Perspectives Held by Career-Change Preservice and Novice Teachers in an Alternative Teacher Education Program.
PUB DATE- Apr 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; Beginning Teachers; Career Change; Graduate Study; Higher Education; Intermediate Grades; Longitudinal Studies; *Perspective Taking; Preservice Teacher Education; Secondary Education; *Self Concept; *Teacher Attitudes; *Values
IDENTIFIERS- Certificates of Secondary Education IN; *Reflective Thinking; *Teacher Beliefs Study

This 3-year longitudinal study was conducted in order to help students, enrolled in a graduate level teacher certification program designed for career change individuals, clarify their beliefs and perspectives about teaching and develop skills in reflective analysis. The study used perspectives including attitudes, values, beliefs, and behaviors, as a conceptual framework for understanding the interactions between individuals and school contexts during preservice and beginning teaching. Participants consisted of 49 individuals representing a highly select group in terms of academic preparation and/or work experience, interpersonal communication skills, and commitment to teaching. The techniques used for data collection were autobiographical interviews; concept mapping; stimulated recall interviews, and classroom observations with follow-up interviews. The study has identified seven teaching perspectives. Findings suggest that (1) the program attracts individuals who are as interested in students as they are in teaching; (2) students enter the program with a variety of teaching perspectives; and (3) teacher education programs should be flexible and personalized, especially in field placements, self-reflection, and the study of alternative models of teaching. (LL)

ED 335 337 SP 033 228

Kleinsasser, Robert C.
Why Foreign Language Teachers Leave Teaching.
PUB DATE- Apr 91

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; Educational Needs; Higher Education; Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; *Preservice Teacher Education; *Program Content; Student Characteristics; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- ERIC Digests

This digest reviews some of the literature on middle grades teacher preparation focusing on the following topics: (1) characteristics and needs of early adolescents (aged 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a teacher education curriculum that would adequately prepare teachers for these schools and programs. Early adolescent learners have special personal, social, and educational needs that, according to the literature, can be met more appropriately in a middle school (grades 6-8) than in an elementary or junior high school. Studies have recommended that middle schools be staffed by teachers who are expert at teaching early adolescents and have the appropriate education and training. According to many studies, teacher education must focus on the characteristics and needs of early adolescents and include content and methodology that are directly related to middle school programs. Recent studies underscore the need for both school-level professionals and teacher educators to involve themselves in restructuring teacher preparation for the middle grades and for greater cooperation between State Departments of Education and teacher training institutions to ensure adequate preparation and appropriate certification of middle school teachers. (LL)

ED 335 357 SP 033 292

Abdal-Haqq, Ismat
Professional Development Schools and Educational Reform: Concepts and Concerns. ERIC Digest 91-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 4p.; For a related document, see ED 316 548.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Professional Development; *Program Improvement; Public Schools; *Schools of Education; *Student Teaching; Teacher Education Programs
IDENTIFIERS- ERIC Digests; *Professional Development Schools

This digest provides an overview of a new institution, the professional development school (PDS), and of its place in improving public schooling. The PDS is the result of a collaboration between universities and local school districts. In recent years, the literature has suggested that public schools as they exist today cannot adequately prepare tomorrow s teachers. A PDS is an exemplary, functioning public school which has as one of its fundamental missions the professional development of preservice, novice, and practicing teachers. The role of the PDS in improving practice and preparing teachers is analogous to the role of teaching hospitals in the medical profession. They are clinical sites where professional

DESCRIPTORS- *Admission Criteria; *College Graduates; Educational Policy; Grade Point Average; Higher Education; *Licensing Examinations (Professions); *Predictive Validity; *Scores; State Programs; *Teacher Certification; Teacher Education Programs; Testing Programs; Test Validity
IDENTIFIERS- *National Teacher Examinations; NTE Test of Professional Knowledge

The predictive validity of the National Teacher Examinations (NTE) tests of communications skills (CS) and general knowledge (GK) as entrance requirements for teacher education programs and for later performance on the state certification examination were studied. Data were collected for 1,143 graduates of teacher education programs in North Carolina. Data collected included: (1) Scholastic Aptitude Test verbal and mathematics scores; (2) grade point average (GPA) at two points; (3) NTE CS scores; (4) NTE GK scores; and (5) NTE test of professional knowledge (PK) scores. The CS and GK scores were not found to be strongly enough related to performance in the teacher education programs, as measured by GPA, to merit their use as requirements for admission. The tests were useful in predicting performance on the NTE PK tests, the state certification examinations. Cross-validation of regression models from prior studies showed these relationships to be stable. Implications for educational policy are discussed. Three tables present study data. (Author/SLD)

ED 335 376 TM 016 986

New Mexico Articulated Assessment System. Student Achievement Profile: 1988-1989.
PUB DATE- 89
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Criterion Referenced Tests; *Educational Assessment; Elementary Education; Minimum Competency Testing; Norm Referenced Tests; *Profiles; Reading Tests; *State Programs; Tables (Data); *Testing Programs; Test Results; Writing Tests
IDENTIFIERS- *New Mexico Articulated Assessment System

New Mexico has established a system of student achievement assessment that consists of four coordinated testing programs. District and state results are given for these assessments. The Reading Assessment, consisting of a norm-referenced test and a criterion-referenced test, is used in grades 1 and 2 to assess student mastery of essential competencies and to produce national norm-referenced information about reading achievement. In March-April of 1989, the New Mexico Reading Test was administered to 23,584 first-graders and 22,448 second-graders. New Mexico students were slightly below national norms for grade 1 and slightly above them for grade 2. In March 1989, the New Mexico Achievement Assessment, which included the norm-referenced California Test of Basic Skills and a criterion-referenced assessment, evaluated 61,107 students in grades 3, 5, and 8. In all three grades, students scored above the national median. The New Mexico Direct Writing Assessment, which was administered to 20,988 fourth-graders and 20,124 sixth-graders for the first time in October 1988, identified specific problem areas in student writing. The New Mexico High School Competency Examination (HSCE) was administered in February 1988 to 17,653 10th-graders and 5,145 11th-graders to meet the legislative mandate that all graduates pass competency development of prospective minority teachers. The third section--"Good Teaching: How Is It Defined?"--introduces the successor to the NTE (the Praxis Series: Professional Assessments for Beginning Teachers). The new assessments will examine four broad areas: (1) content knowledge for teaching; (2) teaching for student learning; (3) the classroom community for student learning; and (4) teacher professionalism. The new assessments reflect the metaphor of teachers as managers of classroom life. Three figures are included. (SLD)

ED 335 397 TM 017 031

Anderson, Lorraine Kvistberg
Phases of Reasoning Along a Developmental Continuum: Implications for Instruction of Housing Programs. Draft.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Adults; *Cognitive Processes; College Faculty; *College Students; Comparative Analysis; Data Collection; Graduate Students; Higher Education; *Home Economics Education; *Housing; *Individual Development; Problem Solving; *Thinking Skills
IDENTIFIERS- *Phases of Reasoning

The notion that reasoning develops in distinct phases of thinking as individuals progress from simplistic learning of facts to predicting integrated relationships was explored as subjects considered housing issues. Suggestions for developing and instructing housing programs are presented. Subjects included 13 students and faculty members at three levels of learning: (1) novice beginners, consisting of undergraduates; (2) intermediates, who were baccalaureate holders and graduate students in housing programs; and (3) experts (faculty members and professors in the university housing department). Data were collected using a demographic questionnaire, an achievement test, a semistructured interview, and a problem-solving activity. A systematic progression of reasoning about housing issues was evident in these subjects, and it is suggested that individuals and families experiencing housing selection problems might show a similar progression of reasoning with experience. Implications for home economics education are discussed. This phases-of-reasoning instructional prototype provides insight for the design of housing instruction that makes reasoning explicit from a problem-solving perspective. Appendix A illustrates the cognitive processes of the three groups of subjects. Appendix B lists housing concepts expressed within the groups. Two tables and one figure illustrate the discussion. A 27-item list of references is included. (SLD)

ED 335 398 TM 017 059

Logan, Connie S.; And Others
Teaching and Learning Components for Induction and Renewable Teacher Certification: A Statewide Verification Study.
PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For related papers, see TM 017 062 and TM 017 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

clauses are being used by teacher education institutions (TEIs). These special clauses allow teacher education programs, which might significantly differ from traditional programs for teacher certification, to exist within the state and may also provide for greater local control of those programs. Study criteria for EPOIPs included differences in both delivery and content from traditional programs. Telephone and/or written surveys were used to obtain information from directors, deans, and individuals involved in the planning and implementation of EPOIPs within each state s teacher certification agency. Twenty-three states and the District of Columbia initially stated that they had EPOIPs, while 25 did not. Two states did not respond. Further phone contact revealed major variations in the definition of EPOIPs from state to state. Twenty-one states with clauses reported past or presently active EPOIPs. Almost half of the EPOIPs identified are in special needs or critical shortage areas. A very small percentage of the teaching population is being served by EPOIPs. The present system does not appear to encourage innovation in teacher certification for the typical teacher candidate. A clear definition of EPOIPs must be developed and accepted by all states to enhance the possibility that TEIs will know of and use clauses that encourage EPOIPs. Three data tables are provided. (RLC)

ED 335 414 TM 017 105

Texas Educational Assessment of Minimum Skills. Student Performance Results 1989-1990. Statewide and Regional Results, Volume 1.
PUB DATE- Sep 90
NOTE- 255p.; For volume 3, see ED 324 342.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Educational Assessment; Elementary Secondary Education; Graphs; Institutional Characteristics; *Mathematics Tests; *Minimum Competency Testing; *Reading Tests; School Districts; *State Programs; Statistical Data; Student Characteristics; Tables (Data); *Testing Programs; Test Results; *Writing Tests
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

This report presents Texas Educational Assessment of Minimum Skills (TEAMS) student performance results for the 1989-90 school year. Data are aggregated and reported for the state as a whole, for various student and district demographic groupings, for school districts, and for individual campuses. Section I provides an executive summary of performance results for all grades tested. Section II discusses the background of the assessment program and highlights information essential to a thorough understanding of these performance results. Sections III through VIII present a 5-year summary and a 1989-90 summary of performance results for the exit level (grade 11) and grades 9, 7, and 5 and English and Spanish versions for grade 3. Since the 1985-86 school year, the TEAMS program has measured student performance in the basic minimum skills of mathematics, reading, and writing. During the 1989-90 school year, the TEAMS program assessed more than 1,200,000 students in mathematics, reading, and writing in grades 3, 5, 7, and 9; and in mathematics and English language arts in grades 11 and 12. Comparative results across the 5 years indicate that mastery rates and scaled scores have improved in each subject area at each grade level tested. Thirty-two figures, 57 tables, and 24 bar graphs are included. Data on the number of instructional

Grayson, Dolores A.; And Others
The Equity Principal: An Inclusive Approach to Excellence. Administrator Handbook.
PUB DATE- 88
NOTE- 179p.; For a related document, see UD 028 170.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Educational Discrimination; Effective Schools Research; Elementary Secondary Education; *Equal Education; Handicap Discrimination; *Nondiscriminatory Education; *Principals; Racial Discrimination; *School Effectiveness; Sex Discrimination; Socioeconomic Status; Workshops

This guide outlines a 3-day program for principals that sensitizes them to equity issues so they can create an educational environment true to the principles of equal education. Objectives are the following: (1) provide participants with an overview of equity concepts and effective schooling research; (2) increase awareness of classroom disparity; (3) expand observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and the learning environment; and (4) share research-based strategies, techniques, and resources with which to address disparities and improve student achievement. The program is conducted by local facilitators who have received leadership training. Each session includes research and self-assessment on effective schooling and what effective administrators can do to maximize the potential of all students. Equity concepts related to the following areas are infused into the program: (1) gender; (2) race; (3) disability; (4) national origin; and (5) socioeconomic class. After each session, participants make observations on their sites utilizing information studied in the workshop. The program also includes resources and strategies to be shared with staff and other administrators. Three worksheets, five forms and checklists, two transparency masters, one chart, and three evaluation questionnaires are included. A 228-item bibliography is appended. (FMW)

ED 335 433 UD 028 170

Miller, Pamela R.; Grayson, Dolores A.
GESA...for Parents.
PUB DATE- 90
NOTE- 144p.; For a related document, see UD 028 169.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Discrimination; Elementary Secondary Education; *Equal Education; Family Influence; *Nondiscriminatory Education; *Parent Child Relationship; Parent Education; *Parent Participation; Racial Discrimination; Sex Discrimination; Workshops

This guide outlines a 5-day program for parents called GESA (Gender/Ethnic Expectations and Student Achievement) that teaches supportive behaviors that develop student self-esteem and school success, and that serves to offset biases that

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); Elementary Secondary Education; *Employment Patterns; Employment Statistics; *Faculty Mobility; *Language Teachers; Leaves of Absence; Public Schools; Second Languages; Teacher Retirement; *Teacher Supply and Demand
IDENTIFIERS- *Illinois

This study was conducted to investigate the attrition rate among foreign language teachers, attrition being the major component in determining the annual demand for new teachers. The study extended the teacher attrition knowledge base by analyzing data from the state of Illinois teacher workforce data base, the Teacher Service Record (TSR), which includes reasons regarding termination or leaves of absence. Data were analyzed over a period of 6 years focusing on foreign language teachers (N=982) who left downstate Illinois (excluding Chicago) public schools during the school years between 1984-85 and 1989-90. The study examined reasons for leaving teaching; reasons for termination or leave of absence; attrition by age group; and foreign language teachers who leave and return to teaching as well as others who do not. More precise attrition studies are suggested in order better to understand how qualified foreign language teachers can be retained. (Five tables/graphs are included.) (LL)

ED 335 338 SP 033 229

Marks, Rick
When Should Teachers Learn Pedagogical Content Knowledge?
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Innovation; *Knowledge Level; Preservice Teacher Education; Schools of Education; *Teaching Methods; *Teaching Skills; *Time Factors (Learning)
IDENTIFIERS- *Knowledge Base for Teaching; *Pedagogical Content Knowledge

Pedagogical content knowledge has been shown to be important to the work of teachers. This paper assumes it should be incorporated into the curriculum of teacher preparation and explores when and how that might be done. Results from the literature are reported in order to raise issues needing to be resolved before this question can be answered satisfactorily. The preparation of teachers typically occurs in three stages: a liberal education together with acquisition of competence in subject matter, the professional study of education, and clinical experience in the schools. Some questions raised for discussion are: (1) to what extent does pedagogical content knowledge need to be taught at all? (2) what is the derivation of pedagogical content knowledge? (3) to what extent can teachers learn pedagogical content knowledge effectively in preservice academic settings versus inservice clinical standards of practice are developed, refined, and institutionalized; where cohorts of teaching interns participate in structured induction programs; where both teaching practice and induction are knowledge based; and where inquiry, research, and reflection are used to continually test, refine, and expand this knowledge base. Some expressed concerns are: the cost of operating a PDS; the low esteem in which teacher education programs are held by the academic establishment; possible problems caused by differential treatment of teachers in the PDS; and the relatively few sites in the PDS network. (LL)

ED 335 358 TM 016 119

Dillon, Ronna F.
Information-Processing Indices of Intelligence among Navy Personnel.
PUB DATE- 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; *Cognitive Processes; Computer Assisted Testing; Electronics; Eye Movements; Intelligence; *Learning Strategies; *Military Personnel; Predictor Variables; *Test Validity
IDENTIFIERS- Armed Forces Qualification Test; *Educational Indicators; Naval Training

Validity data were collected on tests from five aptitude clusters: information-processing (IP) componential skills, IP metacomponential skills, practical intellectual skills, cognitive flexibility, and cognitive speed. In addition, the IP activities underlying learning were elucidated. IP componential data were derived via two approaches. The first approach involved collecting data on subjects eye movements during solution of reasoning task items, with a corneal reflectance eye tracking system, and using eye movement indices of IP as predictors of Armed Forces Qualifying Test (AFQT) and school performance. The second approach involved presenting isolated IP components on separated computer screens. The computer display was under the experimental subject s control. Comparable IP data were derived from both approaches. In all, 6 studies were conducted with 66, 33, 39, 68, 67, and 41 Navy recruits, respectively. Predictors from these aptitude domains were validated against the AFQT and four measures of performance in Navy basic electricity and electronics school (NBEES): time needed to complete each instructional module; final average; total contact time; and number of remediations of each source module. Data indicate that tasks from all five clusters, as well as IP components of learning, are significant predictors of AFQT and NBEES performance. Nine data tables and a 35-item list of references are included. Appendix A gives data on 11 IP indices derived from eye movement data, and Appendix B gives data on 3 IP indices derived from multiple-screen data. (Author/RLC)

ED 335 359 TM 016 177

Steinberg, Wendy J.
Differences between Novice and Expert Knowledge Structure, Pre- and Post-Training, in a Statistics and Test Theory Domain.
PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Meeting of the

examinations in English, reading, mathematics, and science. This second administration found some improvements and some declines in comparison with the preceding year. The New Mexico High School Proficiency Examination is being replaced by the HSCE. Eighty-eight tables provide the Student Achievement Profiles for 1988-89 for 88 school districts in New Mexico. (SLD)

ED 335 377 TM 016 987

Withers, Graeme
Tackling That Test: Everything You Wanted To Know about Taking Tests and Exams.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Achievement Tests; Books; College Entrance Examinations; *Guidelines; Multiple Choice Tests; Occupational Tests; *Parent Role; Standardized Tests; Student Evaluation; *Student Role; Test Coaching; *Test Wiseness

This book is directed toward all persons taking tests and examinations at school, for a new job, for college or university entrance, or for promotion. Topics discussed include: things students should ask themselves before taking a test, the difference between tests and examinations, ways of feeling good about a test or examination, tactics and strategies for use before and during the test session, multiple-choice tests and questions, tests of student writing ability, other formats for tests and examinations, and conclusions for students and parents after test administration. A test is defined as a collection of tasks, usually in the form of questions to be answered, on which student demonstrate their abilities, knowledge, or skills. An examination is defined as a specific type of test, relating to a particular course and held at the end of that course, for which students can study or become prepared. The book focuses on increasing student self-esteem and confidence particularly in regard to test-taking in relatively new or unknown situations, and emphasizes taking, rather than passing, tests and examinations. This book is also designed to be useful to parents in supporting their children before they take tests and examinations. An appendix provides instructions for students taking three different tests, and a glossary is included. (RLC)

ED 335 378 TM 016 990

Gittman, Betty; Kurz, Shirley
Turnkey Training Expanded Safety Program for Special Education Teacher Aides. Evaluation Report.
SPONS. AGENCY- New York State Dept. of Labor, Albany.
PUB DATE- Mar 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Guides; Peer Teaching; Postsecondary Education; *Program Evaluation; *Safety

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Classroom Observation Techniques; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Learning Strategies; Mail Surveys; *Secondary School Teachers; State Programs; *Teacher Attitudes; Teacher Certification; Teacher Evaluation; Teaching Methods; Testing Programs; *Validity
IDENTIFIERS- *System for Teaching Learning Assessment Review; Teacher Performance Appraisal System; Validation Verification and Testing Techniques

The purpose of this paper is to report the results of a statewide content verification survey (CVS) of teachers to verify an initial set of System for Teaching and Learning Assessment and Review (STAR) teaching and learning components as being reasonable expectations for beginning and/or experienced teachers in Louisiana. The draft STAR was developed in 1988-89, and is used to train principals, master teachers, supervisors, college faculty, and other educators to complete thorough assessments of teachers classroom performances for the purpose of renewable professional certification. The STAR is organized into four performance dimensions: (1) preparation, planning, and evaluation; (2) classroom behavior management; (3) learning environment; and (4) enhancement of learning, each of which is defined by sub-elements called Teaching and Learning Components (TLCs). Study data were collected from 2,300 public school teachers (representing a 38.3% return rate) in May 1989 using a mailed survey. In addition to obtaining demographic data, the survey asked teachers to make dichotomous ("Yes" or "No") judgments relative to five key areas of the STAR TLCs (whether or not items were clearly stated, applicable to subject areas taught, free of bias, representative of reasonable expectations of performance, and essential to the enhancement of student learning). Percentages of "Yes" responses ranged from a low of 62% for "essential to the enhancement of student learning" for the Allocated Time/Content Coverage component to 99% for this same question for the component of Monitoring/Maintaining Appropriate Behavior. An overwhelming majority of respondents endorsed each TLC as applicable to their subject areas in elementary school and secondary school settings. The results support the TLCs as reasonable performance expectations for beginning and experienced teachers and as essential to the enhancement of student learning. They were also supported in terms of their direct observability in the classroom and their freedom from bias. Two data tables are included. Appendix A provides an outline of STAR criteria, and Appendix B presents instructions for the Louisiana teacher CVS. (RLC)

ED 335 399 TM 017 061

Barnes, Laura L. B.; Barnes, Michael W.
The Effects of Academic Discipline on Generalizability of Student Evaluations of Instruction.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Context Effect; *Course Content; *Generalizability Theory; Higher Education; *Professors; Rating

objectives, the grade 9 written composition explanation of analytical information, the TEAMS minimum passing scores, raw score to scaled score conversions, and categories on the District Demographic Report are appended, largely in the form of tables. (RLC)

ED 335 415 TM 017 108

Mann, Dale
Performance Assessment and Records of Accomplishment for Employability.
PUB DATE- Jun 91
NOTE- 9p.; Paper presented at the Colorado State Department of Education Assessment Conference of the Education Commission of the States (Breckenridge, CO, June 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Employment Interviews; Foreign Countries; Job Applicants; Multicultural Education; *Photographs; *Portfolios (Background Materials); Secondary Education; *Student Evaluation; Student Records
IDENTIFIERS- *Authentic Assessment; England (Sheffield); *Performance Based Evaluation

This paper describes uses for one component of an authentic assessment--visual records of achievement. Focus is on the uses of instant photography in visual literacy, multicultural education, and administrative applications. Using instant photography, students and their teachers can create a collection of the students best work. That visual documentation is part of the commonly used jury evaluation of the student s portfolio. However, the same authentic assessment materials can be used to assist job-seeking students or graduates with employment interviews. While these applications are as yet undeveloped in the United States, the school-business partnership of Sheffield (England) has a comprehensive program linking school-based assessment with subsequent job placement. Under the Sheffield program, the visual records of transitory events bridge the conversation between the job seeker s most important experience to date (school) and the employer s need to know something real about the graduate s accomplishments/interests. Visual records are an important extension of the movement for reforms in student progress measurement and represent a chance for school officials to increase efficiency by re-cycling work done for school purposes to yet other goals. The larger political context of authentic assessment in the United States, the relationship between visual literacy and text understanding, and how instant photography is currently being used in the schools to build multicultural awareness and to acknowledge high-achieving students and teachers are discussed. (RLC)

ED 335 416 TM 017 113

Davis, Jo Ann
Key Statistics on Public Elementary and Secondary Education Reported by State and by Regional, Locale, and Wealth Clusters, 1988-89. Survey Report.
PUB DATE- Jun 91
NOTE- 146p.; Data Series: SP-CCD-88/89-7.2.
LANGUAGE- English

students may encounter. Goals are the following: (1) to address the ways in which parents expectations and behaviors may influence their child s learning and to develop positive skills that will enhance educational success; (2) to encourage parent involvement in the schools and at home; and (3) to promote cooperation among school, community, and home. Objectives are the following: (1) to review parental influences and expectations on the child s educational participation and achievement; (2) to provide activities for identifying messages that influence perceptions, expectations, and behavior related to gender, race, ethnicity, and culture; and (3) to share information on areas of disparity and positive, supportive behaviors for parents to use with their children. Each session discusses a topic in which disparity often occurs in the classroom or at home. Parents are taught to identify gender/ethnic-sensitive communication behaviors and ways to reduce bias at home. A curriculum rating form and 12 questionnaires are included. The following materials are appended: (1) A 214-item bibliography; (2) a brief program description; (3) a checklist; and (4) four handouts. (FMW)

ED 335 434   UD 028 171

Burns, John
On William Julius Wilson s "Truly Disadvantaged."
PUB DATE- 16 Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Blacks; Black Stereotypes; *Economically Disadvantaged; *Equal Opportunities (Jobs); Public Policy; *Racial Attitudes; *Racial Bias; Racial Discrimination; *Work Ethic
IDENTIFIERS- *African Americans

A premise of this paper is that in his book "The Truly Disadvantaged" (1987), William Julius Wilson fails to recognize the effect of covert racism on the plight of the African American underclass. Wilson asserts that historical racism has contributed to the present predicament of the underclass, who have been abandoned in the ghettos by their black middle-class counterparts and by the working class. However, he also asserts that contemporary racism is no longer a major factor contributing to that predicament and that affirmative action policies have been counterproductive. He proposes a policy that would promote economic growth and sustained full employment that would benefit the underclass disproportionately. The counter-opinion is offered that while overt racism may be a thing of the past, a new breed of "symbolic racists" has evolved whose unspoken adherence to the Protestant work ethic offers a convenient moral foil to affirmative action and other social policies promoting equity. This invisible moral stance leads to a perception that racial minorities have received more than their share of social opportunity; hence reasonable access to opportunity is equated with favoritism and handouts, and racism is rationalized by wrapping it in the moral values of American secular faith. The paper concludes that it is important for students to understand why Wilson calls for an economic solution to social problems and important also to understand the nature of the challenges to that position, but that enabling students to examine the nature of the process by settings? and (4) how can universities effectively teach pedagogical content knowledge? This paper neither exhausts the range of issues pertaining to when teachers should learn pedagogical content knowledge nor resolves any of them. Rather, it simply points out that this is an important area which has yet to be explored, indicates the complexity involved in trying to formulate an answer, and suggests some of the kinds of investigations that might help practitioners make better decisions regarding this aspect of teacher education. (LL)

ED 335 339 SP 033 230

Chen, Michael
Between Teaching and Administration: The Dual Loyalty of Aspiring Teachers.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; Administrators; *Administrator Selection; Collegiality; Foreign Countries; *Leadership; *Occupational Aspiration; *Principals; *Role Conflict; Secondary Education; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- Israel; *Leader Selection

This study examined orientations and attitudes of mid-career teachers faced with the decision of remaining in the classroom only or accepting additional administrative responsibilities and positions. Those who aspire to leadership positions must demonstrate both loyalty to the principal and collegiality with the teachers, thereby placing themselves in a state of role conflict. An anonymous 47-item questionnaire was administered to all of the secondary school teachers in a medium-sized industrial city in the center of Israel. A total of 415 teachers responded. The teachers were classified into three groups: (1) those reporting no interest in leadership positions (N=157); (2) those aspiring to leadership positions (N=147); and (3) those with administrative positions (N=111). The variables measured were professional level, job satisfaction, and official educational attitudes. The findings confirmed the hypothesis that aspiring teachers possess a dual set of orientations and attitudes. They have more extreme opinions than either regular teachers or administrators. The high proportion of teachers aspiring to leadership positions indicates that governance and educational policy positions are on the agenda of many. (LL)

ED 335 340 SP 033 232

Nagel, Nancy; And Others
Criteria and Selection of Cooperating Teachers Involved in Alternative Teacher Education Programs.
PUB DATE- Feb 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Northeastern Educational Research Association (Ellenville, NY, November 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cognitive Structures; *Comparative Testing; *Government Employees; Job Training; *Knowledge Level; Mathematics Instruction; Multidimensional Scaling; Multiple Choice Tests; Occupational Tests; Pretests Posttests; Professional Education; Rating Scales; State Government; *Statistics; Test Items; *Test Theory
IDENTIFIERS- Experts; New York

The purpose of this study was to examine the nature and degree of differences in expert versus novice knowledge structures, both before and after training, when judging the similarity of multiple-choice test items within a statistics and test theory (STT) domain. Subjects were employees of the Testing Division of the New York State Department of Civil Service (NYDCS), of whom 8 were trainees. Approximately 2 weeks prior to taking the agency training course in elementary STT, a 45-item multiple-choice domain-specific pretest was administered to the 8 trainees, as well as to 10 experienced NYDCS staff members. Scores on the test were then used as the basis for identifying novices and experts. The final subject pool (6 novices and 6 experts) was then administered a subset of 18 items from the pretest covering descriptive statistics; inferential statistics and experimental design; and validity, reliability, and test theory. Subjects judged on a 7-point scale how similar they perceived 153 different item pairs to be. At the end of the course, novices again sorted the 153 pairs of items using the 7-point scale. Subjects multidimensional scaling judgments were entered into matrices and analyzed via INDSCAL, and an analysis of angular variation was computed. Prior to training, no significant difference between the two subject groups was found, although at that point novices shared only one of the experts three dimensions, while, after training the groups shared two dimensions. The finding of no significant difference between the groups prior to training conflicts with logic, and the paper concludes with a discussion of possible reasons for the finding of non-significance. Nine transparencies illustrating the study design and results are appended. (RLC)

ED 335 360 TM 016 805

Russek, Bernadette E.; Weinberg, Sharon L.
Mixed Methods in a Study of Implementation of Technology-Based Materials in the Elementary Classroom.
PUB DATE- Apr 91
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; *Classroom Techniques; *Computer Assisted Instruction; *Courseware; Curriculum Problems; Data Collection; Educational Innovation; *Educational Technology; Elementary Education; *Elementary School Teachers; Ethnography; Evaluation Methods; *Mathematics Instruction; Naturalistic Observation; Teacher Attitudes
IDENTIFIERS- *Supplementary Mathematics Materials Tech Society

Barriers to the implementation of technology-based materials in elementary school mathematics classrooms were studied using

Education; Severe Disabilities; *Special Education; *Teacher Aides; *Vocational Education
IDENTIFIERS- *Turnkey Training Safety Program NY

An evaluation was conducted of a safety education program developed by the Nassau County (New York) Board of Cooperative Educational Services for 166 special education teacher aides. The turnkey training safety program (TTSP) adapted an orientation program and an existing safety videotape and developed the "Information Handbook for Teacher Aides" to help prevent injury to aides as a result of acting-out behaviors of severely disabled students. Program activities began with the hiring of trainers and the development of the handbook. In the TTSP s third month, seven teams of turnkey trainers attended a 2-day orientation and training session to learn the strategies for peer training. Training of the 166 aides took place in the third and fifth months of the program. Participants completed assessment instruments that were developed as part of the program. Evaluation included comparison of numbers and types of accidents and injuries before training and after training in buildings where the training took place and in buildings that had no safety training program. There was a decrease in the number of accidents and injuries after training, which was accompanied by a decrease in the severity of injuries suffered. Participants rated the program highly and indicated their satisfaction with the information provided. Three tables and two figures accompany the study. (SLD)

ED 335 379 TM 016 992

Enrollments. Educational Programs Operated by Department of Health and Social Services, Department of Corrections, Department of Services for Children, Youth and Their Families: 1990. Document No. 95-01/90/10/11. R & E No. 91-10.
PUB DATE- Nov 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Education; Correctional Institutions; Elementary Secondary Education; *Enrollment; Ethnic Groups; *Health Services; *Nonschool Educational Programs; *Social Services; State Agencies; *State Programs; *Tables (Data); Welfare Agencies
IDENTIFIERS- *Delaware

The September 30, 1990 enrollments are reported for educational programs administered by three agencies of the Delaware State Government: the Department of Health and Social Services (DHSS); Department of Corrections (DDC); and Department of Services for Children, Youth, and Their Families (DSCYF). Data concerning 474 students in this report complement the annual data on school enrollment collected and reported by the Department of Public Instruction and all these reports together give a complete view of enrollment in educational programs operating in the state. Table 1 provides the cross-tabulation of students enrolled in educational programs by age and instruction. Data are provided for: 245 students aged less than 4 years up to 20 years in 3 DHSS facilities; 14 students aged less than 4 years up to 20 years in 4 DOC facilities; and 215 students aged less than 4 years up to 20 years in 9 DSCYF facilities. Table 2 is a cross-tabulation by race/ethnic category (American Indian, Black, Asian, Hispanic, and White) and institution. (SLD)

Scales; Research Problems; *Student Evaluation of Teacher Performance

Although student evaluation data provide a reasonable basis for making decisions about instructors when generalizing across courses and students, when the course is the object of measurement (OM), data are less generalizable. This finding may be due to the type of evaluation items used or to academic discipline differences in the type of courses selected for study. This study addressed this problem by using A. Biglan s (1973) model for classifying disciplines along the dimensions of paradigmatic/preparadigmatic (hard/soft) and pure/applied. A nested sampling procedure yielded two sample types: courses within teachers, in which individual instructors taught more than one course; and teachers within courses, in which individual courses were taught by more than one instructor. For each sample type, evaluation forms for 20 courses within each discipline classification were sought. Thirty items from a survey, which required students at a private doctoral-granting institution in the Southwest to rate their instructors on a 0-5 scale, were used. The evaluation items for this study measured six dimensions of instruction: organization, breadth of coverage, group interaction, enthusiasm, grading, and individual rapport. Generalizability and decision studies were conducted in which, for one sample, teacher was the OM, and for the second sample, course was the OM. Reliable decisions about instructors could reasonably be made from all six of the evaluation dimensions. However, reliability for course decisions varied greatly with the evaluation dimension, being highest for breadth of coverage and lowest for grading. The same general pattern was noted for the paradigmatic disciplines and the preparadigmatic-applied disciplines, but not for the preparadigmatic-pure disciplines. Two figures and five tables present study data. (Author/RLC)

ED 335 400 TM 017 062

Teddlie, Charles; And Others
A Study of the Generalizability of the System for Teaching and Learning Assessment and Review (STAR).
PUB DATE- Apr 90
NOTE- 34p.; For related papers, see TM 017 059 and TM 017 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Classroom Observation Techniques; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluators; *Generalizability Theory; Learning Strategies; *Reliability; *Secondary School Teachers; State Programs; Teacher Certification; *Teacher Evaluation; Teaching Methods; Testing Programs
IDENTIFIERS- *System for Teaching Learning Assessment Review; Teacher Performance Appraisal System

The results are provided of an initial analysis of the reliability (generalizability) of the System for Teaching and Learning Assessment and Review (STAR) as a comprehensive measure of classroom teaching and learning for making teacher certification decisions. The STAR contains 140 indicators of teacher effectiveness and student learning, which are classified into four performance dimensions (preparation, planning, evaluation; classroom/behavior management; learning enviornment; enhancement of learning) that are operationalized

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Cluster Grouping; Elementary Secondary Education; Expenditures; Geographic Location; Graphs; *Local Norms; National Surveys; *Public Schools; *Regional Characteristics; School Districts; *School Statistics; *State Norms; *Statistical Data; Tables (Data)
IDENTIFIERS- Wealth

Consisting largely of 17 tables and 46 graphs, this document reports regional and subregional division characteristics of public elementary and secondary education (PESE) in 1988-89 in the United States; it also reports characteristics associated with the urbanicity, or most prevalent type of locale (TOL), and the relative wealth (RW) of states. The major data source was the National Center for Education Statistics annual Common Core of Data survey for the 1988-89 school year and the 1988 fiscal year. Data are presented in four sections: state background information (population totals, total schoolage population, and state capacity to support public education); institutional characteristics (numbers, types, and sizes of school districts and schools); education staff and students (numbers of students and teachers, administrators, and other education staff and ratios of selected staff to students); and revenues and current expenditures for PESE. The tables provide state data for nine geographic divisions and four regions. The graphs, which are keyed to specific tables, illustrate regional and divisional differences, and summarize the more comprehensive data in the tables. Data sources, comments, footnotes, and definitions accompany the tables. Among the report s highlights are the following: PESE membership remained at about 40 million students from 1987-88 to 1988-89. Small schools (99 students or fewer) were most common in the West North Central states, where they represented 26% of the schools. States reported a total of 2.3 million teachers, a figure approximately 2% higher than the preceding year. The average student to teacher ratio dropped from 17.6 in 1987-88 to 17.4 in 1988-89. Public education in low RW states derived 61% of its revenue from states sources and 30% of its revenue from local sources. For fiscal year 1988, average public education expenditures ranged from 4,952 to 2,819 per student. A definition of TOL and two tables containing TOL and RW data are appended. (RLC)

ED 335 417 TM 017 116

Ellett, Chad D.; And Others
Development, Reliability and Validity of a Teacher Instrument To Assess Organizational Coupling Structure of Schools: Implications for the Conception of Coupling as a "Paradox".
PUB DATE- Apr 91
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Construct Validity; *Elementary School Teachers; Elementary Secondary Education; Mail Surveys; School Effectiveness; *School Organization; *Secondary School Teachers; *Teacher Attitudes; Test Construction; *Test Reliability; Test Validity
IDENTIFIERS- *Organizational Coupling Structure Inventory; *School Organizational Coupling; Teacher Surveys

which people construct and attach value to the social experience and exercise control over that experience is not only important but essential. A seven-item bibliography is appended. (FMW)

ED 335 435 UD 028 175

Sinclair, Beth; Gutmann, Babette
A Summary of State Chapter 1 Participation and Achievement Information for 1987-88.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 90
NOTE- 203p.; For the 1986-1987 report, see ED 314 512.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Rating; Basic Skills; Child Neglect; *Compensatory Education; Delinquent Rehabilitation; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; National Surveys; *School Districts; Staff Utilization; *State Programs; *Student Characteristics
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document summarizes the annual State Performance Reports for programs funded under Chapter 1 of the Education Consolidation and Improvement Act (ECIA), which have been submitted by State Education Agencies (SEAs) for the school years 1979-80 through 1987-88. These reports provide information on Local Education Agency (LEA) and State Agency Neglected or Delinquent (N or D) compensatory education programs. The reports detail the following information: (1) the number of educationally disadvantaged students served; (2) the demographic composition of these students; (3) staffing patterns; (4) the types of services received; and (5) the achievement rates in basic skills areas. The effect of the Aguilar v. Felton decision on nonpublic participation in LEA programs is noted. Statistical data are presented in 61 tables and 19 graphs. The following materials are appended: (1) a discussion of the research methodology; (2) participants by grade; (3) selected participation information by state, 1979-80 through 1987-88; (4) additional achievement information for 1987-88; (5) additional national achievement information, 1979-80 through 1987-88; and (6) national achievement information for 1979-80 through 1987-88 expressed in normal curve equivalents. (FMW)

ED 335 436 UD 028 177

Kwiat, Judy A.
Issues in Home/School Involvement Programs for Parents of Language Minority Students.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Parent Education; *Parent Participation; Parent Role; *Parent School Relationship; *School Involvement; School Role; State Programs
IDENTIFIERS- *Illinois; *Language Minorities

This document describes the first year of an intensive training project involving 24 individuals in teams of 3 from 8 Illinois

DESCRIPTORS- Change Strategies; College School Cooperation; *Cooperating Teachers; Cooperative Programs; *Criteria; Educational Change; Elementary Secondary Education; Higher Education; *Mentors; *Preservice Teacher Education; *Student Teaching; *Supervisor Qualifications
IDENTIFIERS- Beaverton School District OR; *Cooperative Professional Education Program; Pacific University OR; Portland State University OR

This paper examines the teacher education reforms of the 1980 s but focuses on an area which has remained constant and unchanged, specifically the criteria for and selection of cooperating teachers. Two examples of reform programs in Oregon are discussed. Both programs represent a professional development center concept model with collaborative arrangements between universities and school districts, as described in reform literature. A requirement for preservice teachers is a year-long internship with a gradual progression from observation to full teaching responsibility, and coursework concurrent with field experiences which integrate theory and practice. Criteria for the selection of cooperating teachers include 3 years of teaching experience, demonstrated competence in teaching, ability to work cooperatively with others, and preparation in supervising and evaluating preservice teachers and their experiences. The selection process includes application with written statements of intent by the potential mentor, recommendations from teacher peers, and review and selection by a panel representing university faculty, school district administrators, and teachers. (LL)

ED 335 341 SP 033 234

Borton, William M.
Empowering Teachers and Students in a Restructuring School: A Teacher Efficacy Interaction Model and the Effect on Reading Outcomes.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academically Gifted; Bilingual Students; Change Strategies; *Cooperative Learning; Elementary Education; *Integrated Activities; *Reading Improvement; School Restructuring; *Self Efficacy; *Student Attitudes; *Teacher Effectiveness; Teacher Student Relationship; Team Teaching
IDENTIFIERS- San Diego Unified School District CA

This study was conducted to examine one suburban San Diego (California) school s attempt, under a restructuring plan, to correct resegregation in classroom assignments. A program was developed which combined gifted, regular education, and bilingual students (n=79) in grades three and four with three teachers in a team-teaching approach. Students were redeployed for reading and mathematics based on skill level, but were heterogeneously grouped for other subjects. Research literature suggests that students in such a program should receive the double benefit of working at a level of success while engaging in cooperative learning activities with other students of varying ability; the success of such restructuring efforts is often dependent on teacher and student attitudes toward change. The focus of this paper is on the interaction between teacher efficacy and student attitudes during implementation of a locally designed, cooperative learning strategy aimed at naturalistic inquiry and multiple methods of data collection in keeping with ethnographic principles. Qualitative data were gathered from interviews with teachers and administrators, reviews of school documents, observations of classrooms, and analyses of teacher-written responses to open-ended questions. Quantitative data were obtained from classroom observation checklists, lesson and workshop evaluation forms, and two self-report measures of teacher attitudes. The Supplementary Mathematics Materials for a Technological Society (SMMTS) program, which contains calculator and microcomputer activities, was developed to supplement mathematics curricula in grades 1 through 5. The SMMTS develops elementary school mathematics curriculum materials that incorporate technology and studies the effects of these curricula in the classroom. Implementation of the SMMTS was studied in 16 teachers classrooms in one school district. Major barriers to calculator use were: teacher characteristics; characteristics of the material; and organizational arrangements. Factors that interfered with computer use were: the requirement for computer expertise; difficulties with the equipment; and difficulties with the whole-class demonstration format. The ethnographic techniques offered a valuable perspective on these barriers. One table and three figures present study results. A 26-item list of references is included. (SLD)

ED 335 361 TM 016 932

Wilkinson, David
GENESYS 1989-90: Selected Program Evaluations.
PUB DATE- Jul 90
NOTE- 147p.; AERA Division H 1991 Competition Winner.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Bilingual Education Programs; Computer Software; *Databases; Data Collection; Demography; Elementary Secondary Education; Evaluation Methods; Magnet Schools; *Program Evaluation; School Districts; *School Statistics; *Statistical Data; Student Characteristics; Supplementary Education; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; *GENESYS TX; Statistical Analysis System

Selected program evaluations through the GENeric Evaluation SYStem (GENESYS) of the Austin (Texas) Independent School District are reviewed. GENESYS, implemented in 1988-89, consists basically of a database methodology assessing the school system s longitudinal databases and a set of computer programs using the Statistical Analysis System (SAS) to generate output on several variables for designated programs. In its second year, 1989-90, GENESYS included a wide variety of elementary school, secondary school, and kindergarten through grade 12 programs. Information on specified groups of students gathered through GENESYS concerns the following variables: student characteristics; achievement; attendance; discipline; grades/credits; dropouts; and retainees. In this report, GENESYS information is provided for: (1) bilingual and English-as-a-Second-Language programs at all grades; (2) Teach and Reach supplementary reading and mathematics instruction in elementary grades; (3) the AIM High elementary gifted and talented program; (4) the Liberal Arts Academy for public middle/junior high gifted and talented students; (5) the Kealing Magnet School for high achievers in mathematics and science; and (6) the Secondary Honors Program. Eight evaluation

ED 335 380 TM 016 993

Statewide Test Results: Summary Report, Spring 1990. Delaware Educational Assessment Program.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; Elementary Secondary Education; Graphs; Language Tests; Mathematics Tests; Performance; Public Schools; Reading Tests; *Standardized Tests; *State Programs; Tables (Data); Testing Programs; *Test Results; Thinking Skills
IDENTIFIERS- *Delaware Educational Assessment Program; *Stanford Achievement Tests

Information is provided about the Delaware Educational Assessmen Program and the performance of Delaware public school students as measured by a nationally-normed standardized achievement test. The Stanford Achievement Test, Eighth Edition was administered statewide, allowing comparisons with national performance and with the performance of Delaware students in the preceding year. Students were tested in grades 1 through 8 and in grade 11. Testing covered the content areas of reading, language, and mathematics, with supplemental testing in science and social studies in grade 11, and testing of higher order thinking skills from grade 3 through grade 11. Test results summarized in this report indicate that the average Delaware student was performing above the national norm in all content areas as well as in thinking skills. Two-year comparisons with other Delaware students indicated that achievement generally improved, with a decrease in scores noted for only one group and one content area. Twelve tables present student test results, and three extensive figures illustrate comparisons. Except as specifically noted in two data tables, this report provides results that are average scores for regular and special education students combined. Results are also provided for Delaware s 17 school districts. (SLD)

ED 335 381 TM 016 994

Lee, Susanna; McGrath, Elizabeth A.
High School Profile Impact Study.
PUB DATE- Feb 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrators; Educational Assessment; High Schools; Interviews; Mail Surveys; *Parents; *Profiles; Program Evaluation; Public Opinion; Public Schools; Reports; *School Statistics; School Surveys; *Secondary School Teachers; State Surveys; Teacher Attitudes
IDENTIFIERS- *Delaware; Impact Studies; *School Profiles

In 1988, the Delaware State legislature provided for the development of profile reports (PRs) on all full-time public high schools in the state. To determine the impact of the high school PRs, this study addressed the following: (1) public awareness of the PR program; (2) the percentage of the public that received a high school profile; (3) public impressions of the profile; and (4) additional data that should have been included in the PRs but was not. Five schools were selected;

by 23 teaching and learning components (TLCs). The STAR is used to train principals, master teachers, supervisors, college faculty, and other educators to thoroughly assess beginning and experienced teachers classroom performances for the purpose of renewable professional certification. Study data were collected during the spring of 1989 in 11 schools in an urban school district in southeast Louisiana. Forty-six teachers were assessed on the STAR on 2 occasions by each of the 3 observers for a total of 276 assessments (46 teachers x 6 observations). A four-facet General Purpose Analysis of Variance System was used with the following factors: teachers, assessor type, assessment indicators, and assessment occasions. A generalizability coefficient (GC) was computed for each of the STAR TLCs. The results suggest common perspectives across assessor types as they view classroom teaching and learning over multiple teachers and multiple lessons. The GC for the STAR thinking skills component was the highest of all GCs. The results generally support the STAR s initial reliability. One figure and four data tables are provided. (RLC)

ED 335 401 TM 017 064

Bezruczko, Nikolaus; Schroeder, David H.
Artistic Judgment II: Construct Validation. Technical Report 1990-4.
PUB DATE- Dec 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Aesthetic Values; *Art Criticism; *Attitude Measures; Comparative Testing; *Construct Validity; *Value Judgment; *Visual Measures
IDENTIFIERS- Johnson O Connor Aptitude Tests; Maitland Graves Design Judgment Test; Proportion Appraisals (Johnson O Connor); *Test Batteries; Visual Aesthetic Sensitivity Test (Gotz); Visual Designs Test (Johnson O Connor)

The underlying constructs for an experimental battery (EB) consisting of artistic judgment tests--the Design Judgment Test (DJT), the Visual Designs Test (VDT), Proportion Appraisal (PA), and the Visual Aesthetic Sensitivity Test--were studied. Scores for 1,686 clients of the Johnson O Connor Research Foundation s aptitude-testing service were correlated with 24 tests in the Foundation standard battery, an artistic background questionnaire (ABQ), and the Career Occupational Preference System interest scales. In addition, the tests were analyzed for their relationships with examinees college major and years of education, and measures of laterality. The results indicate that the EB was largely independent of the aptitudes tested by the Foundation battery. A regression of the EB on the standard battery showed little common variance. However, modest correlations between the artistic judgment tests and several aptitudes were found. Data from the ABQ indicated that the DJT, the VDT simplicity scale, and the PA consensus scale were significantly related to participation in art-related activities. These measures also showed significant relationships with interest in art occupations. Artistic judgment scores of examinees who majored in art differed significantly from those of non-art majors. Little relationship between scores on the EB and years of education was found. The DJT, VDT simplicity scale, and PA consensus scale show broad associations with art criteria, are largely independent of education, and are not highly related to other aptitudes.

The purpose of this paper is to describe the development/reliability/validity of a teacher instrument to assess the organizational coupling structure (OCS) of schools. A secondary purpose is to describe the implications of this work for understanding school coupling structure as a complex, "paradoxical" measurement and theoretical construct. The study continues the development and refinement of a multidimensional inventory--the 98-item Organizational Coupling Structure Inventory-Teacher Form (OCSI-T)--derived from a previous pilot work. In the spring of 1989, all teachers in 96 elementary and secondary schools (ESS) were mailed the OCSI-T, a demographic information form, and the 8-item Index of Perceived Organizational Effectiveness. Usable data were received from 1,843 teachers (an overall response rate of 61%) from 73 schools. Standardized student achievement and school average daily attendance data were also collected. Descriptive statistics, instrument structure, reliability, and validity assessments were conducted. The OCSI-T is a reasonably valid and reliable inventory for measuring five dimensions of OCS in schools from the teacher perspective. The OCSI-T dimensions were largely statistically independent and showed moderate to high internal consistency reliabilities. The coupling perspective appears more useful in understanding effective schools as organizations than in understanding effective schools in terms of school productivity or indices of school holding power. The findings relative to manipulative control support the paradoxical view of the coupling construct. Overall, the OCSI-T coupling dimensions did not account for considerable variation in school achievement. (RLC)

ED 335 418   TM 017 119

Dowd, Kathryn L.; And Others
The NELS:88 Second Follow-Up Field Test Report. Volume 1.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 344p.; For Volume 2, which contains field test questionnaires and data, see TM 017 120.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Tests; Cohort Analysis; Dropouts; *Field Tests; *Followup Studies; High Schools; High School Students; Junior High Schools; *National Surveys; Parents; Principals; *Questionnaires; Research Methodology; *Test Construction
IDENTIFIERS- Free Response Test Items; *National Education Longitudinal Study 1988

The Second Follow-Up Field Test (SFUFT) of the National Education Longitudinal Study of 1988 (NELS:88) was conducted in 1990 and 1991 by the National Opinion Research Center and the Educational Testing Service. The SFUFT evaluated free response items (FRIs) for possible inclusion in the Second Follow-Up Main Study (SFUMS) and tested survey instruments, procedures, and forms. This report focuses on a methodological examination of the SFUFT data and the questionnaires developed. The SFUFT included four major survey components: students, dropouts, parents, and school administrators. Four questionnaires and five cognitive tests were developed, including the: Student Questionnaire, Not Currently In School (Dropout) Questionnaire, Parent Questionnaire, School Administrator Questionnaire (SAQ), and Cognitive Test Battery. Most of the students surveyed were in the last half of their senior year in high school. The major school districts. The teams were used to train school personnel and parents in Illinois with the goal of developing parent involvement programs for parents of language minority students. Training teams participated in five whole-day Saturday workshops that focused on the following areas: (1) a review of the research on and the history of parent participation; (2) the roles and basic responsibilities of the family and the school in making the home a supportive learning environment; (3) the roles of the family and the school in improving collaboration and cooperation between the home and school; (4) the roles of the family and the school in improving communication between the home and the school; and (5) the responsibilities of the family and the school in defining roles in governance and advocacy. School districts planned to implement the following programs: (1) family literacy programs; (2) opportunities for parents and children to experiment with word processing; (3) informational and skill-building workshops for parents; (4) improvement of cross-cultural relations within the school; (5) tutoring programs that utilize bilingual parents; and (6) programs to increase parent understanding of school organization and to develop a network that will allow parents to access community resources. Baseline evaluation information was collected during the first training sessions and will be compared to similar information supplied by the school districts. Statistical data are presented in one table. A 79-item bibliography is appended. (FMW)

ED 335 437 UD 028 178

Reyes, Jose; Inclan, Jaimie
A Study of the Mental Health Treatment of the Puerto Rican Migrant. Monograph No. 1.
SPONS. AGENCY- New York State Office of Mental Health, Albany.
PUB DATE- 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Case Studies; *Counseling Techniques; *Cultural Awareness; *Mental Health; *Migrant Health Services; Migrants; *Puerto Rican Culture; *Puerto Ricans; Therapeutic Environment; Therapy

This ethnographic study examines the treatment of first-generation Puerto Rican migrants at a mental health center specializing in services to Hispanic Americans. Information was gathered from observation of staff activities and interviews with staff and residents of the surrounding community. The center, located in a low-income Puerto Rican neighborhood, is easily accessible and reflects the cultural background of the people it serves. All staff are bilingual and bicultural. The following findings are highlighted: (1) therapists use alternative healing practices, such as spiritism, which provide comfort to clients and promote therapy; (2) food is an integral part of the treatment program because it represents greeting and acceptance in the Latino culture; (3) clients frequently face problems common to other economically disadvantaged groups; (4) service activities go beyond traditional counseling, including assistance in finding housing and financial aid; and (5) clients are taught the customs and ways of North American culture within the therapeutic relationship, including value orientation, acculturation, and advocacy. Four case studies are included. A 79-item bibliography is appended. (FMW) improving learning for all students. Students were assessed three times over a school year for reading scores using the Durrell-Sullivan Reading Test. Teachers were given Gibson and Dembo s Teacher Efficacy Survey. The findings show that student self-esteem is the only significant predictor for reading outcomes. All three groups of students showed Pareto improvement gains in reading skills, and limited-English-proficient students showed significantly greater learning. (LL)

ED 335 342 SP 033 236

Barrett, Leverne A.; Kepler, Sheila J.
Impact of a Sustained Three-Year Program of In-Service on Teacher Effectiveness Using Knowledge of Teaching and Learning Styles, Classroom Environments and Observational Feedback.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Cognitive Style; Feedback; High Schools; *Inservice Teacher Education; *Instructional Improvement; *Participant Observation; Student Improvement; *Teacher Effectiveness; Teaching Methods; *Teaching Styles; Vocational Education Teachers
IDENTIFIERS- Classroom Environment Inventory (Stern); Classroom Observations Keyed Effectiveness Res; Myers Briggs Type Indicator; Nebraska

This study was conducted in order to determine the impact of a 3-year, theory based, inservice training program on teaching effectiveness for classroom teachers. Feedback on observed teaching effectiveness competencies was provided for each teacher in the study sample, along with a profile of student learning styles and data on student perceptions of the classroom environment. This information provided the basis for determining each teacher s needs, upon which teaching strategies were planned. Participants included vocational high school teachers drawn from seven schools. The sample was divided into three groups: (1) two schools designated as full treatment experimental group X; (2) three schools identified as medium treatment control group A; and (3) two schools designated as a minimum treatment control group B. Teachers were told they would receive information about their teaching that would help improve their effectiveness. Results suggest that inservice programs conducted over a 3-year period had a positive outcome in increasing effectiveness for those teachers in the experimental group. The theoretical base was understood and applied by teachers, and their teaching effectiveness scores showed marked improvement as measured by three different instruments. (LL) summaries are presented in table form. Nine attachments provide operational details for GENESYS. (SLD)

ED 335 362 TM 016 942

Alkin, Marvin; And Others

Integration Evaluation Report. Executive Summary, Introduction, Summaries and Recommendations, Conclusions, 1988-89. Publication No. 548, Part I.

PUB DATE- Feb 90

NOTE- 201p.; AERA Division H 1991 Competition Winner.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Access to Education; Classroom Research; *Desegregation Effects; Elementary Secondary Education; Interviews; Minority Groups; Postsecondary Education; *Program Evaluation; *Racial Integration; School Desegregation; School Districts; School Surveys; *Self Esteem

IDENTIFIERS- *Los Angeles Unified School District CA

In 1988-89, an evaluation was conducted to determine the impact of various integration programs designed to ameliorate the harms of racial isolation in the Los Angeles (California) Unified School District. The underlying intent was to specify ways in which levels of achievement, self-esteem, access to postsecondary education, and racial tolerance could be improved. The programs developed include: the Magnet School Program; Predominantly Hispanic, Black, Asian, and Other Non-Anglo Programs; Permits with Transportation; Continued Voluntary Permits; and Overcrowded Schools programs. The 1988-89 evaluation sought to determine whether: academic achievement and self-esteem had improved; access to postsecondary opportunities had increased; interracial hostility and racial intolerance were reduced; and overcrowding was reduced. It also examined issues that influence academic achievement and provided specific information about individual integration. Subjects were students in grades 4, 5, 7, 8, 10, and 11 from 229 schools participating in such programs. Data were collected as appropriate for specific integration programs through surveys, interviews, and classroom observation. Findings are grouped by program or study into the following divisions: (1) programs for Hispanic, Black, Asian, or other minorities; (2) overcrowded schools programs; (3) analyses of harm from racial isolation across programs; (4) special studies of achievement issues; and (5) studies of process issues. Findings indicate that many students are still being harmed by racial isolation resulting in low academic achievement and limited postsecondary opportunities, particularly for Black and Hispanic students. Recommendations are made to improve the individual programs and the school system as a whole. (SLD)

400 building administrators, district school board members, parent organization officers, and school advisory committee members from each school received a 12-item survey developed for the study. Half of the professional staff and about 300 parents from each school were represented. Interviews were also held with a parent/community group from each school. Responses were received from 452 (22.6%) of those surveyed; about 73% of the respondents were parents. Twenty-seven percent of all respondents were aware of the PR program, and 15% acknowledged receiving a report, with 42% of all school staff receiving a PR. Respondents generally found the PR data easy to understand and helpful. Many would have liked data regarding comparisons with other schools to have been included in the PRs. Although they apparently were not widely read, the PRs generally were considered to provide important data. Four tables provide study data. The survey instrument is included. (SLD)

ED 335 382 TM 016 995

White, Carole D.
Enrollment Report: Nonpublic Schools in Delaware 1990-1991.
PUB DATE- Nov 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; Catholic Schools; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Private Schools; School Closing; *School Statistics; State Surveys; *Statistical Data; *Tables (Data); Trend Analysis
IDENTIFIERS- *Delaware

Sixteen tables and four graphs present data concerning enrollment trends since 1960 in non-public schools in Delaware as of September 1990. Figures are included for schools with religious affiliations and for independent private schools. The total non-public school enrollment in Delaware in September 1990 was 22,353. Eighty-eight percent of these students were residents of Delaware; this total represents a 1.5% increase over the September 1989 total. Statewide, the 1990 resident student non-public enrollment was 16.5% of the combined public and resident non-public school enrollment in the state. Since September 1989, nine new non-public schools opened in Delaware, two Catholic schools were combined into one school, and two non-public schools closed. The largest enrollment figures were for diocesan Catholic schools. Three appendices provide additional tables of data concerning non-public school openings/closings for 1989-90, non-public schools by district for 1990-91, and a directory of non-public schools in Delaware for 1990-91. (SLD)

Thirteen data tables, 5 figures, and an 88-item list of references are included. Appendix A provides the coding system for the ABQ, and Appendix B presents correlations not corrected for attenuation. (Author/RLC)

ED 335 402 TM 017 080

Educational Trends in South Carolina.
PUB DATE- Jun 91
NOTE- 97p.; For the prior year report, see ED 328 598.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Public Schools; School Districts; *School Statistics; State Norms; *State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- *South Carolina

Numerous tables summarize quantitative data for the State of South Carolina and each school district in the state that are relevant to public education. Data for the 1989-90 school year are presented along with data beginning with the reference or base year of 1969-70. The state summaries include tabulated statistical data concerning the following: general information, state expenditures, enrollment, revenue, average teacher salaries, staffing, Chapter 1 programs, migrant students, remedial/compensatory students, handicapped students, vocational education, dropouts, basic skills assessment, cognitive skills assessment, statewide testing program, transportation, school food program, instructional television, adult education, graduates, Scholastic Aptitude Test scores, and average daily membership. The school district summaries provide tabulated statistical data concerning the following: enrollment, mills levied, expenditures, average teacher salaries, average principal salaries, average superintendent salaries, staffing, Chapter 1 programs, remedial/compensatory students, handicapped students, vocational education, basic skills assessment program, cognitive skills assessment, statewide testing program, adult education, dropouts, and graduates. It is noted that the number of students enrolled in grades 1 through 12 in South Carolina public and private schools decreased from 689,418 in 1969-70 to 625,015 in 1989-90, a decrease primarily due to lower birth rates in the state. However, the population of South Carolina and the Southeast increased 36% from 1970 to 1989, compared to a nationwide population increase of 21% during that same period. A county outline map showing school districts in South Carolina and a 27-item bibliography are appended. (RLC) purpose of the parent component field test was to gather sufficient observations for evaluating the performance of questionnaire items. Data were obtained from: 2,254 students in 94 schools (overall response rate of 70.5%); 108 dropouts; 506 parents (response rate of 73.5%); and 65 schools/principals. The results show that the goals set for this pretest effort were attained, the FRIs were successfully administered, and the FRIs measure the same/similar domains as do multiple-choice questions. Recommendations for implementation of the SFUMS are provided. Numerous tables and figures are included. Documentation of 1990 instrument development meetings, documentation supporting questionnaire experiment analyses and cognitive test analyses, and a summary of cognitive interviews are appended. (RLC)

ED 335 419 TM 017 120

Dowd, Kathryn L.; And Others
The NELS:88 Second Follow-Up Field Test Report. Volume 2.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 240p.; Volume 2 contains only Appendix E of this report: "Field Test Instruments and Data"; for Volume 1, see TM 017 119.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; Dropouts; Field Tests; Followup Studies; High Schools; High School Students; Junior High Schools; National Surveys; Parents; Principals; *Questionnaires; *Statistical Data; *Test Content
IDENTIFIERS- *National Education Longitudinal Study 1988

The Second Follow-Up Field Test (SFUFT) of the National Education Longitudinal Study of 1988 (NELS:88) was conducted in 1990 and 1991 by the National Opinion Research Center and the Educational Testing Service. The SFUFT evaluated free response items (FRIs) for possible inclusion in the Second Follow-Up Main Study (SFUMS) and tested survey instruments, procedures, and forms. This appendix contains copies of the questionnaires that were designed for the four major survey components of the SFUFT (students, dropouts, parents, and school administrators). The four questionnaires include: the 124-item Student Questionnaire, the 100-item Not Currently In School (Dropout) Questionnaire, the 85-item Parent Questionnaire, and the 58-item School Administrator Questionnaire (SAQ). Fifteen proposed Early Graduate supplemental questions are also included. The questionnaires from the field test components have been annotated with descriptive statistics. For categorical variables, frequency and percent distributions are recorded, while means and standard deviations are listed for continuous items. The annotated questionnaires are intended to provide information that allow evaluation of items or groups of items. The descriptive statistics are designed to allow assessment of response variation and may provide some indication of what the frequency of responses might be for a given item when it is included in a main study questionnaire. Statistics presented are unweighted and are not adjusted for missing data. (RLC)

ED 335 438   UD 028 179

Aschbacher, Pamela R.
Effects of Restructuring on Disadvantaged Students: Humanitas--A Case Study. Draft.
PUB DATE- 5 Apr 91
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Grade 11; *High Risk Students; High Schools; *Humanities Instruction; *Program Effectiveness; Program Evaluation; *School Restructuring; Urban Schools; *Writing Instruction
IDENTIFIERS- *California (Los Angeles)

This case study of the effects of school restructuring on at-risk students focused on the grade 11 Humanitas Program at seven Los Angeles schools. Humanitas was initiated to improve the humanities education of average students in urban schools with a large minority population. The following measures were used to compare Humanitas students with non-Humanitas students: (1) student attitude surveys; (2) student writing samples; (3) standardized test scores; (4) school records; (5) teacher and administrator questionnaires; and (6) teachers course assignments. The following conclusions are presented: (1) Humanitas had a positive effect on students thinking and writing; (2) students and staff tended to rate Humanitas class experience more positively than comparison classes; (4) at-risk Humanitas students tended to feel that Humanitas teachers had higher expectations, gave more and harder assignments, and encouraged more class discussion than non-Humanitas teachers; (5) Humanitas seniors took more college-oriented courses and applied to four-year colleges more frequently than non-Humanitas seniors; (6) there were no differences in student attitudes toward peers, educational plans, or self-confidence; (7) over time, at-risk Humanitas students seemed to increase their confidence about writing compared to at-risk non-Humanitas students; and (8) participation in Humanitas appeared to improve attendance and dropout rates. A list of 17 references, samples of essay assignments, and 18 tables and 10 graphs of statistical data are appended. (FMW)

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